

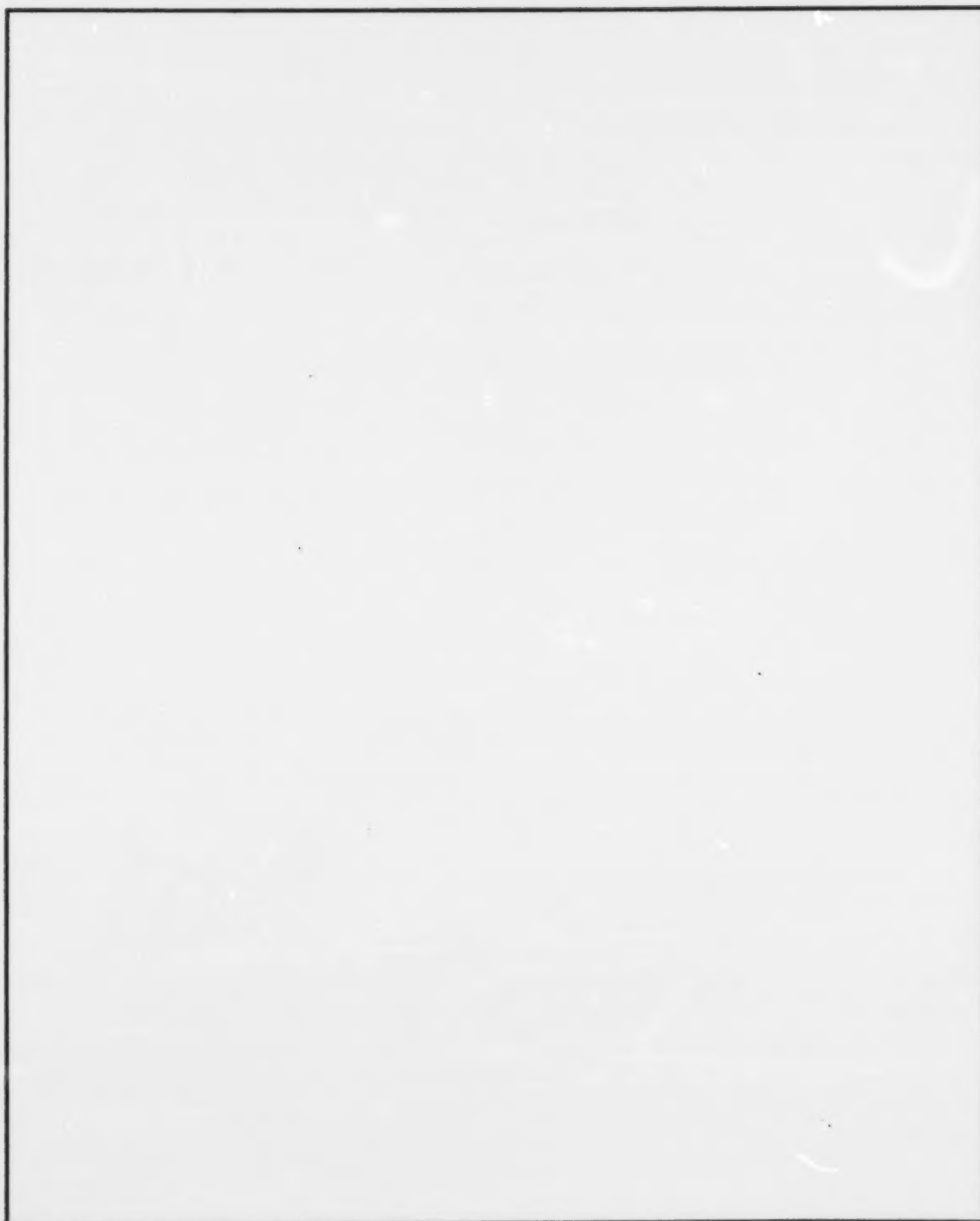


Saskatchewan
Education

Learning Resource Centres in Saskatchewan

DRAFT

Saskatchewan



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SUBPROJECT REPORT
ON
LEARNING RESOURCE CENTRES IN SASKATCHEWAN

presented to

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CHAPTER ONE

INTRODUCTION

Education today is committed to the development of programs which meet individual needs and purposes. Through research we recognize the uniqueness of the individual learner, the complexity of the learning process, and the advanced technology which has extended traditional methods and materials to meet the needs and concerns of children growing up in the world of today. The school library media program is a fundamental part of the total education process.¹

This statement by David Hornbeck, Superintendent of Schools for Maryland is only one of many such statements that have appeared regularly in educational publications since the late 1960s. The focus of these statements is on the changes in education and the implications of these changes on learning resource centres in our schools. Learning to learn is the keynote of today's educational philosophy. There is increased emphasis on the learner and on the methods necessary to make this emphasis a reality. Learning theorists and curriculum designers have encouraged the promotion of discovery learning, problem-solving, free expression, critical thinking and creativity. A recognition of individual differences, individual learning styles, and individual needs and abilities have been reflected in a renewed commitment to individual progress with each student learning in his own way through reading, talking, listening, and viewing. Instructional methodologies stress individual and small group instruction. New curricula are being developed which emphasize the development of critical thinking skills, communication skills, and those skills necessary for social and personal interaction. Inter-disciplinary courses have been developed that break down rigid divisions between subject areas, and teachers are, more and more, involved in designing their own courses and in preparing and selecting their own resources.

In this attempt to make learning more humanized and more personalized there is also a recognition that the teacher role is changing. The textbook is no longer accepted as the base for classroom instruction. The teaching of facts in isolation has given way to a process whereby the teacher places more emphasis on conceptual development and understanding than upon rote learning. The teacher manages a situation in which student activity may take place in learning centres or gymnasiums, where independent study is promoted, and where self-expression is encouraged. Building a learning environment which is child centred, which encourages student participation in the planning and learning, and in which teaching is built around learning opportunities is now seen as the task of the teacher, and the role of the teacher becomes that of diagnostician, prescriber, motivator, manager,

¹Maryland State Department of Education, Criteria for Modern School Library Media Programs (Linthicum, Maryland: Maryland State Department of Education. Division of Library Development and Services Office of School Media Services, 1978), p.5.

and facilitator of learning. The classroom opens up and becomes a place where initiative, creativity, exploration, and interaction flourish.

The attaining of these educational goals will be dependent on an increasing awareness of the importance of information handling skills, and on a recognition of the need for widespread access to a wide variety of resources. These same goals demand that students need to develop ability in finding, evaluating, and applying information. They need to develop expertise in those research skills which they will use in decision-making, and in independent study, and throughout their lives.

As the process of acquiring knowledge replaces the acquisition of facts, the ensuring of the rights of young people to information and to those skills which allow them to assess, evaluate and synthesize information, becomes the most important challenge to educationalists today. Ready access to a wide range of resources is vital, but this challenge will be met only if the materials chosen provide the most effective stimulation, and if learning activities that ensure the use of these resources are effectively adapted to each student's style and rate of learning.

If, in our increasingly electronic world as it has been often stated, "We can already predict that the battle of the future will be waged for the right to knowledge and for equality of access to information,"¹ then the outcome of the battle may well depend on our ability to provide those rights for our children. The agency which has been traditionally charged with this responsibility in our schools has been the Learning Resource Centre (LRC), for it is the place where knowledge, in a variety of formats, is collected, housed, and through which accessibility to those resources is assured.

As changing educational philosophies have been reflected in educational practice, so, also, have these changing trends affected the development of school libraries. The role of the LRC has been redefined in the light of the revised goals for education. An expanded role derived from these goals and indeed, mandated by these goals, requires that a LRC include a broad range of learning resources and opportunities; that these resources be carefully selected to facilitate and improve the learning process; and that services provided by such centres focus on intellectual content, on the process of inquiry, and on the learner as an individual. The objectives of a LRC program then become objectives related to the enriching, supporting, vitalizing and implementing of the educational program as it carries out the task of meeting the needs of individual students.² Media programs, as William E. Hug states, not only provide the information necessary for students to achieve personal and curricular objectives, but they also

¹World Press Review, February 1980, p.6.

²See Ruth Ann Davies, The School Library Media Program: Instructional Force for Excellence, 3rd ed. (N.Y.: Bowker, 1979).

provide environments that encourage students to interact, confer, share, think, and challenge.¹

The idea of a LRC as a repository of books that serve as "enrichment" or as a "supplement" to education is no longer acceptable. Media, in all formats, now assume a position at the centre of the educational process providing that richness which is necessary to make the achievement of educational excellence possible. In a society where the ability to locate, organize, analyze, interpret, evaluate and apply information is essential, the LRC plays an important role in assuring, not only that the resources are made available, but equally, that these learning skills are developed, mastered and practised. LRC's provide, then, services, facilities, and materials that are fully integrated within, and provide support for, the total instructional program of the school. Implications of such a statement then become obvious. Materials are chosen to meet the requirements of the curriculum; services are provided which support and extend the process of curriculum implementation; and the staff of a LRC works in partnership with the teaching staff, sharing responsibility for the designing of those learning activities that meet the stated goals and objectives of the school curriculum.²

It is within such a context that any evaluation of learning resource services must be set, and, as will be discussed in a later section, it is within this context that the survey of a random sample of Saskatchewan schools was conducted.

School Library Development in Canada

It has been often stated that there is nothing orderly about library development, and this is equally true of the school library, both in Canada and in our own province. Only ten years ago Donald Hamilton, a Canadian school librarian and past president of the Canadian School Library Association, made the statement that "The Canadian school library is an impossible entity to define," and also that "the school librarian is equally difficult to define."³

It is generally agreed that real progress in the development of resource centres was not evident until the 1960s, with such facilities as did exist prior to this time concentrated mainly in high schools, with the library seen, as David Jenkinson describes it, as little more than a "backwater

¹William E. Hug, Instructional Design and the Media Program (Chicago: American Library Association, 1975), p.5.

²See Alberta Department of Education. Departmental Committee, "A Position Paper on School Libraries in Alberta," Edmonton, 1983. (Mimeographed) for a similar discussion on the role of the school library.

³Donald Hamilton, "Canadian School Library Association," School Progress 42 (March 1973):26

functioning variously as a reward for the gifted who finish their work quickly, a study hall for entire classes to complete homework assignments, and a detention centre for those who disrupted the teacher-centred classroom."¹ School libraries were rarely considered integral to the schools' instructional programs.

Evidence that educational philosophies were changing in Canada during the '60s and early '70s is seen in the numerous provincial reports that re-examined educational aims and objectives, and it is obvious from these reports that the previous acceptance of a lock-step approach was being replaced by an individualized, learner-centred approach. The focus of education was, now, on learning how to learn; the teacher role became one of a facilitator of learning; progress was no longer tied to grade levels; and discovery learning replaced the one textbook method.²

Despite these changing educational philosophies which seem to have received Canada-wide acceptance, there is still wide disparity in resource centre development, since there are, in Canada, ten distinct and separate provincial educational policies. The effect of a lack of national policy is succinctly stated by Jenkinson

At any given time within a province, school libraries will be assigned varying degrees of priorities and support by the department of education. Even allowing provincial recognition of school library development as an item of paramount importance within its educational programme, this favored position can be meaningless when viewed against the backdrop of the department of education competing with other government departments for both status and tax dollars. Additionally, the provincial education authority shares its powers with local school boards which, acting within the parameters of their delegated responsibilities, can strongly influence the development of school libraries.³

Although funding, based generally on equalized assessment grants, is basic to all provinces, it is really only in the area of facilities and space that monies are allocated to the development of school-based LRC's. The hiring of a teacher-librarian is possible only if he/she is included within the quota of teachers allowed by the grant structure, or if the salary the teacher-librarian can be met through local funding. Adding an additional

¹David H. Jenkinson, "School Libraries," in Canadian Libraries in Their Changing Environment, ed. L.S. Garry and C. G. Garry (Toronto: York University Centre for Continuing Education, 1977), p.205.

²See, for e.g. Ontario, Provincial Committee on Aims and Objectives of Education in the Schools of Ontario, Living and Learning (Toronto: Newton, 1968) and Alberta Commission on Educational Planning, A Choice of Futures (Edmonton: Queen's Printer, 1972).

³Jenkinson, p.204.

staff member who does not operate from a classroom can adversely effect the pupil-teacher ratio in the school, and as such raises the possibility of conflict between teachers and teacher-librarian. Local funding is often not healthy enough to allow for the hiring of a person who, because of experience and qualifications, may be at a high level on the salary scale. Unfortunately boards and administrators are forced to make this decision in a vacuum -- without ever having a chance to see first hand the benefits such a position could provide. Clerical help, library technicians, parent volunteers are often seen as an "out" for local boards -- again, a decision based on a lack of understanding of the role of the LRC in the school. Jenkinson notes further that,

No official attention has been paid to insuring that appropriate and qualified library staff are employed to guarantee that the financial, never mind the educational, investment of the school library is being realized.¹

Equally, in the area of the resources themselves LRC's find themselves competing for their share of operating budgets to replace and expand collections. Grants, earmarked for resources are the exception rather than the rule. Provincial disparities can again be seen in the figures which report that in 1978 provincial per-pupil expenditures for print and non-print resources ranged from \$4.23 in New Brunswick to \$12.13 in British Columbia.

Facilities, staff, and resources as the basic components on which LRC programming rests, are prerequisite to the development of LRC service. In Canada, the provincial funding through existing grant structures to support these components are virtually lacking in two of the areas (staffing and resources) while total funding varies tremendously from province to province.

A national association of school librarians, The Canadian School Library Association (a division of the Canadian Library Association), and provincial, regional, and local associations provide support for the improvement of school library development. Most of the provincial associations have affiliated status with the provincial teachers' associations. The publishing of national standards and guidelines for resource centres have been used by provincial associations to stimulate concern and interest in the status of school libraries in individual provinces.² With only a few notable exceptions, few systems in Canada can, at the present time, claim to have met the basic standards that are prerequisite to effective school library service.

¹Ibid., pp.214-15.

²Standards of Library Service for Canadian Schools: Recommended by the Canadian School Library Association (Toronto: Ryerson, 1967); Frederic R. Branscombe and Harry E. Newsom, ed. Resource Services for Canadian Schools (Toronto: McGraw-Hill Ryerson, 1979); and "The Qualifications For School Librarians," Moccasin Telegraph 22(Fall 1979):11-15.

Three provinces, New Brunswick, British Columbia, and Saskatchewan, do not employ a school library consultant. Regional and/or divisional services are limited and generally found only in the larger urban areas. At a time when equal access to information should be a primary goal of education, this lack of co-ordination of school library services at the various jurisdictional levels places unfortunate limitations on the development of sophisticated networking systems which could make equal access a reality.

School Library Development in Saskatchewan

In a province where in 1983, as the data from the survey will confirm, we seem to be struggling with developing effective LRC facilities and programs, it may be a surprising to realize that we have been at this task for eighty-five years. In 1898 D. J. Goggin, Superintendent of Education for the province, stated in his yearly report,

Some departmental aid and direction should be given to the establishment of libraries in every district. It is unnecessary to urge the stimulating effect of these on pupils and parents. They supply the best reading for the largest number at the smallest cost. Through their books and literature, history, science and art they aid the teacher in his daily task and continue his work after his pupils have ceased to attend school.¹

An obvious spokesman for school libraries and for departmental support in their development, Goggin, in 1900, reiterated that,

It should not be necessary to give arguments in favor of establishing and maintaining libraries in every school district. . . . It is safe to say that a small working collection of books carefully selected. . . well nigh doubles the efficiency of the ordinary school.²

By 1901 his concern was translated into action with the passing of the library clause in the School Grants Ordinance (Section 9). Under this clause every school was required to "establish a library and devote at least half of the inspection grant each year to the purchase of books."³ (Since

¹North-West Territories. Council of Public Instruction. Annual Report of the Council of Public Instruction of the North-West Territories: 1898 (Regina: Queen's Printer, 1899), p.23.

²North-West Territories. Council of Public Instruction. Report of Council of Public Instruction of the North-West Territories: 1900 (Regina: King's Printer, 1901), p.33

³North-West Territories. Department of Education. Annual Report of the Department of Education of the North-West Territories: 1901 (Regina: Government Printer, 1902), p.35

the inspection grant was a maximum of 15¢ per day for each day the school was open purchases were not necessarily lavish!) To ensure informed selection, lists of prescribed titles were issued by the Department of Education. The passing of this Ordinance earned Saskatchewan some fame in the eyes of the rest of Canada, as the report goes on to say, "Educators throughout the Dominion are congratulating us on this advanced legislation."¹ J. A. Calder, reporting in the same year, states that 275 districts would, on the basis of the inspectoral grant, be granted \$2,577.46 to be spent on providing libraries.² In 1902, he further reported that, following an examination of 1,000 titles from Canada, Great Britain, and United States, a list of 440 volumes "suitable for general reading" and 159 volumes "suitable for reference by pupils and teachers" had been recently mailed to every district in the Territories. One hundred and five districts had, in 1901, provided libraries containing 4,229 volumes. By 1902, 143 districts reported libraries of 8,386 volumes. As Calder remarks, "certainly a gratifying increase."

F. V. Reilly, the Inspector for Humboldt, notes in his report in 1910 that,

The amendment regarding school libraries has begun to have the desired effect. A large number of schools have put in libraries, and only two have requested me to recommend that they be permitted to spend the library grant in purchasing other equipment. A majority of the boards are spending more than the amount required by the amendment.³

Although the Department grants seemed to have had the desired effect, it was, nonetheless, evident that resources alone were not sufficient. In 1909, A. Kennedy, the Inspector in the Weyburn district noted,

Apparently more advice and encouragement is required in the matter of the school library. In most cases it is deemed sufficient to observe the letter of the law, and the books are then allowed to take care of themselves.⁴

The need for programs that lead to use, the need for staff, and reliance on encouragement and advice from the Department are not new ideas.

¹Ibid.

²Ibid., p.25.

³Saskatchewan Department of Education. Annual Report of the Department of Education of the Province of Saskatchewan: 1910 (Regina: Government Printers, 1911), p.44.

⁴Saskatchewan Department of Education. Annual Report of the Department of Education of the Province of Saskatchewan: 1909 (Regina: Government Printers, 1910), p.49.

During these early years there was, as well, concern over the selection of library resources -- a concern which is still valid. Several inspectors in the reports from 1912 -1913 commented on the lack of appropriate and relevant titles stating that, "In too many cases, the library books have not been well chosen."¹ or "the library books are far from satisfactory."²

By 1917, inspectors were also commenting on the need for teachers to understand the purpose of the school libraries and to, then, encourage effective use of the books and magazines. "We may observe that books which are carefully packed away in book-cases and remain so...may almost as well be in China."³ "I was at considerable pains to give encouragement and suggestions for the better use of the school library."⁴

In 1928, a recommendation from the inspectors reiterated the importance of school libraries and recommended that "someone be appointed [at the provincial level] whose whole time would be devoted to school libraries."⁵

Despite the depression in the late 1920s and early '30s the inspectors still championed, with insight and enthusiasm, the growth and development of school libraries. At a time when the "new curriculum" was encouraging the assignment approach to teaching, the need for economy resulted in the lack of library reference books, with teachers and pupils "finding a serious handicap in the failure of boards to meet the need."⁶ In 1933, it was reported that "Libraries have suffered more...than any other factor of school equipment."⁷

¹Saskatchewan Department of Education. Annual Report of the Department of Education of the Province of Saskatchewan: 1912 (Regina: Government Printers, 1914), p.66.

²Saskatchewan Department of Education. Annual Report of the Department of Education of the Province of Saskatchewan: 1913 (Regina: Government Printers, 1914), p.48.

³Saskatchewan Department of Education. Annual Report of the Department of Education of the Province of Saskatchewan: 1917 (Regina: King's Printer, 1918), p.167.

⁴Ibid., p.143

⁵Saskatchewan Department of Education. Annual Report of the Department of Education of the Province of Saskatchewan: 1928 (Regina: King's Printer, 1929), p.82.

⁶Saskatchewan Department of Education. Annual Report of the Department of Education of the Province of Saskatchewan: 1931 (Regina: King's Printer, 1932), p.56.

⁷Saskatchewan Department of Education. Annual Report of the Department of Education of the Province of Saskatchewan: 1933 (Regina: King's Printer, 1934), p.39.

By 1938 the effect of the depression on the development of school libraries was evident, with superintendents urging school boards to improve school library services, "particularly in view of the place which the school library should take in the modern conception of the educational practices."¹ They also pointed out that "the proper use of the school library requires definite planning on the part of the teacher to make the use of the library an integral part of school work."² One inspector suggested that the "lack of library expenditures is partly the fault of the teacher in that they do not show that the library is essential to their daily routine."³ A beginning was made in one area to develop co-operative library services, with sixteen school boards organizing a Library and Mechanics Institute which provided boxes of books to schools in the district, as well as circulating adult books to encourage interest among the ratepayers.

The excellent, dogged, spadework done by the dedicated superintendents and inspectors of the '20s and '30s provided a base on which the Department began to build during the 1940s. The school library was seen as "an educational instrument of the first importance;"⁴ and out of this statement came several significant developments. Through special grants, collections of books were sent to each of 1,000 rural districts.⁵ As a response to the new enterprise curriculum (1941) the Department recognized its responsibility to provide resources to the schools, "to direct the pupils in their 'research'" and to provide information for the carrying out of their enterprises."⁶

In 1944, the Departmental position is obvious.

During the year, by means of a special grant of \$20,000 the Department supplied more than 1,200 schools with a package of free library books.... . The Department has at all

¹Saskatchewan Department of Education. Annual Report of the Department of Education of the Province of Saskatchewan: 1938 (Regina: King's Printer 1939), pp.33-34.

²Saskatchewan Department of Education. Annual Report of the Department of Education of the Province of Saskatchewan: 1939 (Regina: King's Printer, 1940), p.32.

³Ibid.

⁴Saskatchewan Department of Education. Annual Report of the Department of Education of the Province of Saskatchewan: 1940 (Regina: King's Printer, 1940), p.34.

⁵Saskatchewan Department of Education. Annual Report of the Department of Education of the Province of Saskatchewan: 1941 (Regina: King's Printer, 1942), p.49.

⁶Saskatchewan Department of Education. Annual Report of the Department of Education of the Province of Saskatchewan: 1942-43 (Regina: King's Printer, 1943), p.31.

times stressed the need of adequate library facilities and supplementary reading material if the child is to attain the maximum benefit from school life. The enterprise curriculum makes this imperative as the classroom becomes a stimulating place which arouses his curiosity and interest.¹

To ensure the carrying out of this mandate, the Department in 1945-46 established the School Libraries Division and placed it under the direction of the Supervisor of School Libraries and Saskatchewan became the first province in Canada to have a school library supervisor at the provincial level. The supervisor was made responsible for solving the library problems of superintendents and teachers, organizing larger unit libraries, helping to establish individual school libraries, and preparing basic lists of resources. This service, states the Department's Annual Report, "will meet a need which has become more and more apparent as we have accepted and promoted modern trends in education."²

The next 25 years are a record of progress and development, as the Department through this office, placed considerable priority on the growth of school libraries. Basic buying lists were developed by committees of teachers and the supervisor, workshops on school libraries were conducted, schools and districts received the benefit of personal visits, and the supervisor operated as a contributing member of the general advisory committee on curriculum development.

By 1964, equalization grants were established for the purchase of school library materials. A provincial workshop publicizing the standards, and an undergraduate major in Library Science was initiated at the Regina Campus of the University of Saskatchewan. In 1965, the first Sing Out For Books list and display were made available to all schools in the province, and the first of five Demonstration Libraries at Columbia School in Yorkton was launched in an attempt to exemplify the contribution of school libraries to good educational programs. These Demonstration projects again earned Saskatchewan national recognition. A Materials Evaluation and Cataloguing Project (MEC) with catalogue card sets available from the Book Bureau was begun. During the years from 1959-1967 some 290 school libraries were built or renovated.

Although achievements were considerable, there were still areas of concern. In 1965, 37 per cent of all schools with enrolments over 150 had libraries of at least classroom size. Only 50 per cent of the librarians had any time in the library to devote to programs and only 23 per cent had any

¹Saskatchewan Department of Education. Annual Report of the Department of Education of the Province of Saskatchewan: 1944-45 (Regina: King's Printer, 1945), p.75.

²Saskatchewan Department of Education. Annual Report of the Department of Education of the Province of Saskatchewan: 1945-46 (Regina: King's Printer, 1947), p.19.

training. Thirty school systems had no library supervisors. The province still had a long way to go in the providing of basic library services for all schools.

During the 1970s the focus of the services provided by the School Library Department was on the preparation and production of program materials and resource information to support the curricula. There was a continuing emphasis on appropriate selection, and bibliographies in subject areas were prepared, which again made that important link between resources and the curriculum. The preparation of three slide tape productions on Selection; Utilization; and Facilities, and the use of these as the focus of inservice programs translated the role of the school library and the school librarian to many schools and boards in the province. Publications, such as Selection Aids for Saskatchewan Schools, Media Centre Guide, Cataloguing and Classification, and Materials of Interest to School Librarians did much to foster improved library service. Field services to schools and divisions was provided, limited only by the impossibility of meeting the needs of a widely dispersed client group with only one person.

Although a program of consultative and support services at the regional level was initiated by the Department in 1975, no regional library consultants were included, and that gap still remains.

Given the documented growth of school library service under the direction of a provincial School Library Supervisor it is difficult to understand the Department's present decision to leave that position unfilled. The need for Departmental support was recognized and advocated as early as 1928 by those early educators in our province. There is still a need to respond to that need.

Equally, the growth in collection development made possible through equalization grants, now non-existent, suggests that this area be re-examined. The potential of school libraries will not be realized without direction at the Department level. Our problems, now, are in the areas of staffing, district and regional services, inservice, and information on resources and programming. All of these require the direction and support of a Department of Education that places a high priority on the development of school libraries throughout the province. Without this support development will continue to be localized and sporadic, rather than provincial and consistent.

The history of school libraries in Saskatchewan can also be traced through the numerous reports which, since 1918 have provided both empirical data and opinions concerning the state of school library development through the past sixty-five years.

Foght, in his report in 1918, reiterates the position so ably documented in the early Annual Reports of the Department. "The average school has good working equipment in maps, charts, globes, library books, musical instruments, telephones, etc. -- thanks to the insistence of the Department and

its inspectors."¹ (Emphasis mine). Again, a confirmation of the effect of Departmental priority and intervention.

By 1944, a brief presented to the Saskatchewan Reconstruction Council by the Saskatchewan Library Association gives ample evidence that the promise of those earlier years had not yet been fulfilled.² The brief addresses the lack of adequate school library facilities in secondary schools and reports that school libraries throughout the small urban and rural areas of the province were almost "wholly lacking". With much foresight, this group recommended the establishing of a province-wide service to provide parcels of books at suitable regional centres to meet the needs of rural schools.

The Saskatchewan Commission on Agriculture and Rural Life in 1956 comments on the financial assistance provided by the Department of Education.³ Operation, conveyance, building/equipment, equalization, and special grants were available to supplement the school tax and the Commission reported that, as a result, many units had improved library facilities and that the average expenditure on libraries in forth-eight of the units was more than \$2,000.00 in 1952.

A brief, again from the Saskatchewan Library Association to this Commission addressed a growing concern over the lack of trained staff, and the effect of this lack on the selection of resources.

If teachers of the province are to have the responsibility of administering school libraries it is only fitting that they should have training for their task. Otherwise, many thousands of dollars spent on books by school districts all over the province are not producing the results they should.⁴

Once again, in their recommendations, the Saskatchewan Library Association stressed the need for co-ordination of services between the provincial Library and Boards of Education.

In 1963, the newly formed Saskatchewan Association of School Librarians, in co-operation with the Saskatchewan Teachers' Federation, undertook a survey

¹Harold W. Foght, A Survey of Education in the Province of Saskatchewan: A Report to the Government of Saskatchewan (Regina: King's Printer, 1918), p.59.

²Saskatchewan Library Association, "Post-War Library Services for Saskatchewan." A brief presented to the Saskatchewan Reconstruction Council. Regina, March, 1944.

³Saskatchewan Royal Commission on Agriculture and Rural Life, Rural Education (Regina: Government of Saskatchewan, 1956).

⁴Ibid., p.321.

of unit and local libraries in the province which documented that the level of library services was seen to be low -- a result of the lack of trained staff.¹ Only 27 per cent of the schools had central libraries. This is not surprising, perhaps, since 50 per cent of the schools had enrolments of fifty or fewer, and 72 per cent had enrolments of less than 150. Only one-half of the units had centralized resources and only sixteen of the sixty units had trained staff. Seventy-nine per cent of the schools with centralized libraries put classroom teachers in charge, but these teachers had no scheduled library time.

By 1965, although some improvement was evident (43 per cent of the schools reported central libraries, with 50 per cent reporting that the person in charge had some scheduled library time), there was still the recognizable factor of a lack of trained staff, and, by 1965, as a result of the trend away from centralization, a reduction in the number of unit libraries was evident.² This trend has continued, with the latest statistics reporting that less than 10 per cent of the districts are served by any district library services. This lack of trained staff and the necessary back-up services becomes more crucial when it is seen within its educational context. During the late '60s in Saskatchewan there was an increasing emphasis in the curriculum on individual research and on the multi-media approach to learning, with its consequent need for an abundance of instructional materials, wisely selected, organized and accessible to all students.

The development of standards for school library service in Saskatchewan was a natural out growth of the survey, and in 1964 those proposed standards were published by the Saskatchewan Association of School Librarians.³ Once again, the responsibility of the Department of Education is reiterated in the opening statement.

The extent to which the province provides its schools with good libraries may determine the difference between ordinary education and the 'intellectual competence' which is the underlying principle of our common philosophy.⁴

¹Saskatchewan Association of School Librarians, School Library Facilities in the School Units and Superintendencies of Saskatchewan (Saskatoon: Saskatchewan Teachers' Federation, 1963), and School Library Facilities in Saskatchewan (Saskatoon: Saskatchewan Teachers Federation, 1963).

²Heidt, Elizabeth, "The Saskatchewan Survey of Research with Implications for School Libraries," The Medium 16 (Winter 1974):10-14

³Saskatchewan Association of School Librarians, Proposed Standards for School Libraries in the Province of Saskatchewan (Saskatoon: Saskatchewan Teachers' Federation, 1964).

⁴Ibid., p.1.

In this document, realistic and achievable quantitative standards covering budget, personnel, facilities and services were combined with sound rationale. The objectives of school libraries were stated in the light of educational goals and the new approaches to teaching and learning. Responsibilities of school boards, superintendents, principals and teachers were outlined, along with guidelines for district services and provincial responsibility.

Although these standards caused a minor flurry throughout the province, there was no concrete follow-up. With the growing philosophy of local autonomy the attaining of the standards was left to local jurisdictions, contingent on the interest and initiative of school administrators whose perception dictated the amount and rate of change. With no Department policy on even minimum standards, there is still no consistent provincial position, with results that will be documented later in this report.

The persistent and continuing concern over inadequate staffing is again evident in a 1971 report on the use of teacher aides in Saskatchewan schools.¹ A significant finding from this survey was the amount of the teacher aide time being spent on activities related to the operation of the school library. Fifty per cent of these aides spent, on the average, 53 per cent of their time in library duties, while only eleven out of the ninety-nine schools surveyed indicated that a desirable skill would be "knowledge of library techniques." In a follow-up study, it was found that only 44.4 per cent of the tasks for which they were responsible were tasks for which they were qualified, and 60 per cent of their time was spent on these tasks. Of equal concern was that professional work comprised 20 per cent of their duties and occupied 15 per cent of their time. That this concern is still with us is evident in the number of schools where teacher aides, secretaries, or library technicians are assigned the responsibility of administering the services and programs of a large number of the school libraries in the province.

In 1972, John Bell in his Master's thesis, documented the responsibilities of provincial Departments of Education for school library service, and provides strong arguments for recognizing the development of school library service as a constituent part of the department's responsibilities.² As a result of his Canada-wide survey, Bell spells out those areas in which the department must assume responsibility. These include: staffing, centralized ordering/processing; publications; research; field services; grants; establishing policy/standards; certification requirements for staff; and co-operation in training programs. A comparison of these areas with the data in the study makes obvious the need for the department to assume these responsibilities in Saskatchewan.

¹Saskatchewan Department of Education, Teacher Aides in Saskatchewan: A Survey (Regina: Department of Education, 1971).

²John Charles Bell, "Responsibilities of Provincial Departments of Education for School Library Service." (Master's Thesis, University of British Columbia, 1972)

The Scharf report (1974) on rural education gives further corroboration of the need for departmental intervention, for a rethinking of the grant structure, for the development of district and regional services, and for a recognition of, and commitment to, the centrality of resources in the educational programs of Saskatchewan schools.¹ Through interviews with teachers, Scharf found that most rural teachers were unable to implement the enquiry learning, individualized instruction process, due to the limited availability of library resources. All systems (rural and urban) showed inadequacies in library resources. Rural systems, where, as Scharf documents, teachers had less training and were further away in years from that training, worked in isolation, and had fewer opportunities for inservice, and suffered from a lack of consultant help.

Scharf's recommendations include a revision of the current grant structure which, with its "recognized costs and per pupil structure has worked a hardship on rural jurisdictions,"² and recommends, as well, the addition of funds for regional and district services. Replacing the present grant structure with "full programme funding" and the development of "Service Support Regions" which include Instructional Materials Centre would, Scharf states, assure economies of scale, promote teacher competence, and most importantly, provide clients with an "equal opportunity to receive a quality education." To accomplish this, quality of education must replace political and financial expediency as the primary determiner of the province's educational operations. Scharf also deals with access in broader terms, recommending that "co-operation among municipalities, school jurisdictions, and library boards could assist each in its attempts to satisfy the needs."³ As networking becomes the current catch-phase and as technology increasingly makes this a necessity as well as an affordable possibility, the force of this recommendation becomes even stronger.

Several additional reports from 1977 to 1982 reinforce the problems and the concerns of earlier studies. In 1977, a brief to the Department from the Saskatoon (West) School Unit requested the active support of the Department to "realize the type of library program necessary for the educational demands of today."⁴ Problems defined in this brief by now sound very familiar -- lack of staff, ineffective use of resources, inability to implement the curriculum, inefficient spending of monies, poor selection practices, and an over-riding concern that students are not being taught those skills necessary to make the best use of available resources.

¹Murray P. Scharf, A Report on the Declining Rural Population and the Implications for Rural Education (Regina: Saskatchewan School Trustees Association, 1974).

²Ibid., p.159.

³Ibid., p.168.

⁴Saskatoon (West) School Unit #42, "Brief to the Department of Education Regarding Learning Resource Centres," November 29, 1977. (Mimeographed.)

A 1979 SAEMS paper updates the previous statistics on the staffing in Saskatchewan Learning Resource Centres (the new nomenclature for school libraries), revealing that, since 1964, the situation had improved but little. Only 19 per cent of the districts had full-time supervisory personnel, 170 schools had only half-time or less staff, and ninety-nine schools were staffed by, and in charge of, clerical personnel. The study and resulting brief grew out of a growing concern on the part of the Association that many school jurisdictions, in response to declining funds and staff cuts, were opting to employ technical and/or clerical personnel rather than trained teacher-librarians. Again, such action results in the inability of many schools to carry out the mandate of our provincial curricula. Recommendations in this brief also echo the recommendations of earlier reports -- the implementing of provincial, regional and district services, the meeting of CSLA and Saskatchewan standards, and the providing of inservice for staff at all levels.

A Department committee in 1981 was given the task of assessing the current status of LRC's in Saskatchewan, and of projecting potential development.¹ Not surprisingly, their conclusions, again, not only reiterate, but re-enforce previous findings. LRC service in the province ranges from comprehensive to practically non-existent, with even basic levels of service being described as "inadequate". Saskatchewan seems to have moved from a position of leadership in the '40s and '50s to an inadequate plateau. Reasons for this decline are defined as an absence of commitment on the part of the Department, a lack of awareness of the role of the LRC in the educational process, and a dearth of qualified personnel to develop and deliver the necessary services. Problems were identified: lack of centralized services; lack of administrative leadership and recognition of the need for LRC services; inadequate staffing; and inadequate materials and facilities due to a lack of adequate funding.

The recommendations in this report are also painfully familiar and emphasize, once again, the need for Department policy and standards and the need for leadership from the Department. Equally familiar are the recommendations dealing with staffing, funding grants, rather than per capita formulae, and support for expanded preservice and inservice training programs. A five year program for up-grading LRC service was proposed.

Further confirmation of the need for action to improve the LRC's in the province can be found in a 1982 report which, as a part of a study on educational technology, assessed the services of the Instructional Resources Branch of the Department of Education.² Reminiscent of the Scharf report, it found that teachers felt that resources were lacking to properly imple-

¹Saskatchewan Department of Education, Development Division, A Report on Learning Resource Centre Services in the Province of Saskatchewan (Regina: Department of Education, 1981).

²Loraine Thompson Information Services Ltd., An Assessment of the Instructional Resources Branch, Saskatchewan Department of Education (Regina: Loraine Thompson Information Services Ltd., 1982).

ment the curricula, and that budgets were inadequate for new programs of study. Teachers, Thompson concluded, feeling serious time pressures need resources that are prepackaged and immediately available. Teachers commented "that they did not have time to locate appropriate instructional resources or to plan for their use in the classroom."¹ While the services provided by the Branch received a positive assessment, several areas for improvement were identified. The use and the format of Department publications were investigated, and although not specifically recognized in the report, it is obvious that the lack of trained staff in the local schools, (documented as well in the study) is a significant factor in the effective use of these publications. Alternative measures of dissemination and format are certainly worth consideration, but it must also be recognized that, without staff trained in selection, effective use of such publications will not be automatic.

Recognition of the problems inherent in providing consultative service to 1,000 schools led to recommendations on district and regional services to support provincial services. Provincial responsibilities, the report concludes "include the development of standards defining the type and level of instructional resources support necessary for effective program implementation."² The study recognized, as well, the need for inservice programs and incentive grants. Responsibilities of district and regional centres are outlined, giving the specific responsibilities of each jurisdictional level.

The report details the services provided by units other than the School Library Unit (the Materials Evaluation and Acquisition Unit for e.g.), and recommendations on production and distribution reinforce the need for Department policy on these services in order to achieve a "multi-dimensional informational program."

An additional report, appeared in The Medium in 1981 in which Elizabeth Roberts places the school library within the context of total library service in the province, investigating particularly the possibilities of central co-ordination of all existing library service.³ The strongest and most important recommendation in Roberts' study is that "some form of central co-ordination and incentive be given to the school library system and to the Regional library system."⁴

¹Ibid., p.96.

²Ibid., p.121.

³Elizabeth Roberts, "The Challenge of Education: Can Saskatchewan Libraries Meet It?" The Medium 22 (Fall 1981): 4-15.

⁴Ibid., p.14.

As has been emphasized, there is an obvious and similar pattern to these reports and studies. There is general agreement that the Department goals, objectives and curricula demand a level of LRC services that is presently demonstrated in the majority of our schools. Study after study reaffirms the lack of even minimum, let alone adequate, services. Problem areas -- funding, staffing, the need for inservice programs, and the lack of back-up services at the provincial, regional, and district level have been identified by a variety of writers and researchers. Recommendations also follow a common pattern, and all deal in similar ways with these problem areas. As stated by Roberts,

These recommendations are not new or unique. They have been made before by many people on many fronts of the library service picture in Saskatchewan, yet none has been acted upon.¹

Given the numerous reports, and the consistency of both the findings and the recommendations, it is difficult to understand the lack of any attempt to implement a provincial LRC policy.

¹Ibid.

CHAPTER TWO

LEARNING RESOURCE CENTRES WITHIN AN EDUCATIONAL CONTEXT

John P. Wilkinson, a Canadian library educator clearly identifies why any type of library exists when he states,

libraries exist through no inherent right or cultural axiom. They exist because in the past they have formed an acceptable response to a social challenge.¹

In a school library that challenge is made implicit in the educational goals and objectives of the province and in locally developed statements of educational intent.

The commitment of the Department to the individualization of learning began with the introduction of the Division system to allow each student to progress through the school program at his/her own rate. Commitment to the inquiry approach, problem-solving, and learning how to learn are evident in the various Department of Education curriculum guides. The following excerpts indicate the prevalence of these concepts in all subject areas and at all Division levels.²

Division III Art: Aim: To promote growth of creative thinking.

Division I and II Health:

- Goals:
- acquiring sound, meaningful information
 - clarifying misconceptions and superstitions
 - understanding the transience of current knowledge
 - acquiring methods of obtaining knowledge

Emphasis: Student-centred instructional methods.

Division III English

Skills taught include: listening, reading, recalling, interpreting, relating, applying, writing, speaking

[Reading] Practice must be worthwhile from a developmental point of view, but should also be enjoyable, allowing individuals to follow their interests.

¹John P. Wilkinson, "Co-operate?? or Co-operate!!!" A Symposium on the Need for Co-operation Among Ontario Libraries and the Development of a Network Library System. Ontario Resources and Technical Services Group, University of Western Ontario, 26 October, 1968, p.33.

²The following excerpts are all taken from the Department of Education Curriculum Guides.

Division I and II Math

. . . methods of acquiring, evaluating, organizing, interpreting and communicating information should be explicitly taught to the students. Division II students should be encouraged to be self-directing in the use of these skills.

Division III Math

Teachers are encouraged to extend the core through enrichment topics and materials based on student and teacher interest and ability.

Division I and II Science

The goal of the science curriculum is to provide a program in which the content and facts are not the continuum but the skills, processes, and concepts of science are the linking force.

Division I Social Studies

- stresses an interdisciplinary, inquiry - discovery approach. Children are taught skills in locating, acquiring, interpreting, processing and presenting information. Children are to be encouraged to:
 - a) use a variety of sources of data
 - b) organize material from several sources.

Division IV Social Studies

In addition to the transmission of knowledge and development of concepts, the development of learning processes is emphasized. Such an emphasis seems desirable in view of the fact that the individual living in contemporary society is faced with the necessity of making decisions dealing with numerous issues. In dealing with these issues, the individual needs to develop capabilities to organize and use information. In the content of the social sciences, varied sources of information are essential as vehicles to develop the valuing process.

Division III Social Studies

Purpose: to incorporate into the courses an approach that will encourage student inquiry and discovery and opportunities to become acquainted with the modes of inquiry.

The classroom and the instructional materials centre should become a laboratory in which teacher and students are engaged in investigations and inquiries into the important questions of the social studies.

Children First: A Guide for Kindergarten Teachers:

The classroom can be a [rich environment] if it is structured by the selection of media, apparatus and tools, invitingly arranged.

These excerpts emphasize the need for a wide variety of resources and the teaching of appropriate learning skills. They highlight the need for programs that provide access to the necessary resources, but also obvious is the need for programs that assure the effective use of those resources. Without such programming, the stated educational goals and objectives cannot be efficiently nor effectively met.

Similar objectives are reflected in reports such as Issues and Choices, where it is stated that there was general agreement that,

[the student] should develop a sense of inquiry and desire for learning. It was also indicated that he should acquire good study habits, problem solving skills, and the ability to apply knowledge.¹

The former Minister of Education, Gordon Currie, supports the concept of equal opportunity for all students and the need for individualization of education in the following statement.

. . . . accessibility for all students is important to enable them to reach their own potential and recognize their own special qualities and talents. We also have to try to to individualize education as much as we possibly can... .²

Support for these concepts by the community is also provided in the results of the questionnaire which form part of the Curriculum and Instruction Review study. Results point to the fact that respondents saw the need to provide for individual differences among students, while learning to examine and use information ranked fourth in a list of the purposes of schooling, with 67 per cent ranking this as being very important.

Such educational objectives also direct the operation of the LRC, defining the role of the LRC itself and the role of the teacher-librarian. As the need for resources increases, access to a wide variety of print and non-print materials requires a centralized collection of materials, organized, catalogued, and available to students and teachers. Equally, there must, as well, be programs that enable students to develop the learning skills necessary to use those materials in the most effective way. Such programs are the responsibility of the teacher-librarian whose qualifications as a material specialist and a teacher are blended in the carrying out of a multi-faceted role. The librarian selects, organizes, administers, and, as a partner in the curriculum process, carries out those programs that encourage the appropriate use of learning resources. This complex role is effectively described in figure 1.

¹Saskatchewan Department of Education, Issues and Choices: A Summary of the 1973 Fall Conference on Education in Saskatchewan. (Regina: Department of Education, 1973), p.7.

²"Gordon Currie Says Education Should Be a Lifelong Experience," STF Bulletin 49 (March 31, 1983):1.

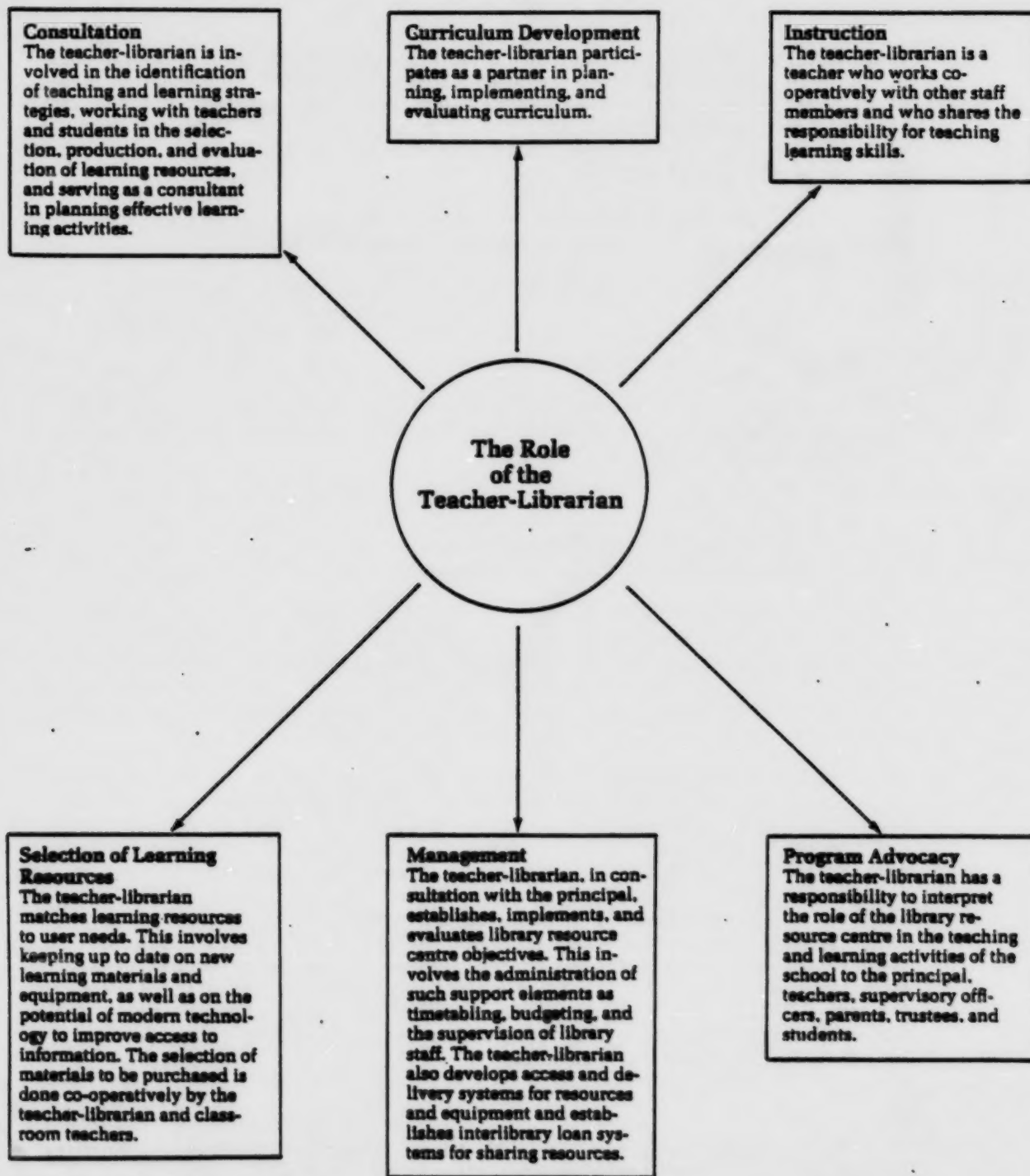


Figure 1

Role of the Teacher-Librarian

SUBPROJECT REPORT
ON
LEARNING RESOURCE CENTRES IN SASKATCHEWAN

presented to

The Curriculum and Instruction Review
Advisory Committee

by
Alix Hambleton

July 1983

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Our task, today, in Saskatchewan is to provide for individualized instruction with fewer teachers, to respond to a policy of continuous progress and flexible options, and to support teachers who, increasingly, are required to become generalists. And we need to do this in a thorough and efficient manner. The development of a continually growing LRC program can unlock the resources of our information rich society for all students in our province.

What a school thinks about its library is a measure of what it feels about education. The school which thinks of education as something it does to students will have a small, attractive and well-patrolled, and unused library. The school which thinks of education as something it helps students to do for themselves will have a large, active, busy library in which the students are moving about, learning from books and from each other, and creating an atmosphere of people in pursuit of something.¹

Relevant Research

The potential of school library programs to make a difference to student learning and achievement has also been documented by numerous research studies. First grade disadvantaged pupils who participated in activities of a library resource program showed a significant increase in language ability when compared with disadvantaged children who had no library program.² The presence of a library, and the guidance of a librarian had a considerable influence on pupil achievement in information gathering skills and in the reading of charts and graphs.³ Students in the schools with library-based co-operatively planned instructional classes scored significantly higher in problem solving skills than students taught by the teacher alone.⁴ Good school libraries were found to have a significant effect on

¹Harold Howe. Former U.S. Commissioner of Education.

²Gertrude Marie Bailey, "The Use of a Library Resource Program for the Improvement of Language Abilities of Disadvantaged First Grade Pupils of an Urban Community." (Ed.D. dissertation, Boston College, 1969).

³Dale Eugene Becker, "Social Studies Achievement of Pupils in Schools With Libraries and Schools Without Libraries." (Ed.D. dissertation, University of Pennsylvania, 1970).

⁴Charles R. Gengler, "A Study of Problem Solving Skills Comparing Teacher Instructed Students with Librarian-Teacher Instructed Students" (Ed. D. dissertation, University of Oregon, 1965).

student's academic achievement, as proved by the positive correlation that exists between level of library service and student's scholastic achievement.¹ A study of 121 school systems it was found that students in schools with good libraries and full-time librarians scored significantly higher in reading comprehension than did students with minimal or no library service.²

The addition of controlled vocabulary trade books, combined with activities which encouraged involvement with these materials made a significant difference to interest in reading, vocabulary, and the length of written sentences in first and second grade classroom.³ Augmented library services in an experimental group of schools resulted in greater gains in reading comprehension and library skills.⁴ The addition of a full-time teacher-librarian in an elementary school in Edmonton enabled students and teachers to make maximum use of resources and shifted use patterns from teacher-oriented to student-oriented use, and from single text to multi-media teaching, with the result that students in Grades four, five, and six showed significant mean increases on standardized reading achievement tests, on the CTBS, and on literature skills tests.⁵

The LRC is, then, identified as that agency which, by planning its programs and services to effectively match the educational objectives of the school, can make a lasting and important contribution to the education of students.

The background provided in these introductory sections allows the findings from the study to be set in a particular context: the history of school library development in Saskatchewan; the present thinking about the role of the school library in the educational process; and the research studies which support the effect that school libraries have on educational programs.

¹Clyde L. Greve, "The Relationship of the Availability of Libraries to the Academic Achievement of Iowa High School Seniors" (Ph.D. dissertation, University of Denver, 1974).

²Ralph D. McMillen, "An Analysis of Library Programs and a Determination of the Educational Justification of Three Programs in Selected Elementary Schools of Ohio" (Ed.D. dissertation, Western Reserve University, 1965).

³Donald W. Pfau, "An Investigation of the Effects of Planned Recreational Reading Programs in First and Second Grade" (Ed.D. dissertation, State University of New York, Buffalo, 1966).

⁴Lucile Thorne, "The Influence of the Knapp School Libraries Project on the Reading Comprehension and on the Knowledge of Library Skills of the Pupils at the Farrar Junior High School, Provo, Utah" (Ed.D. dissertation, Brigham Young University, 1967).

⁵Lillian Wight, Maximum Utilization of School Library Resources (Bethesda, Md.: ERIC Document Reproduction Service, ED 014 900, 1967).

CHAPTER THREE

THE STUDY: PURPOSES, METHODOLOGY AND DATA COLLECTION

The Purpose of the Study

The purpose of this study, a sub-project of the Curriculum and Instruction Review Committee, was to investigate the present state of LRC service in the province, describing and assessing the range and level of resource centre services in the schools in Saskatchewan in an attempt to determine the extent to which these LRC's are able to provide adequate, appropriate, and effective curricular support to students and teachers. The data presented in the first half of this report, along with the descriptive data from the study, will form the basis for recommendations concerning LRC developments in the province.

Definitions

In this study a Learning Resource Centre (LRC) is defined as that agency in the school which provides access to a wide variety of resources which have been carefully selected to meet the needs of the curriculum. The LRC also provides those services which encourage and assure the effective use of those resources.

Since, in our province there is a wide variation in the personnel assigned responsibility for the LRC, the term teacher-librarian is used to designate those persons in charge of a LRC who have at least teacher qualifications but, who may, or may not, have special training in school librarianship. A qualified teacher-librarian is defined as a teacher with a minimum of three university courses in school librarianship. An unqualified teacher-librarian is defined as a teacher without university courses in school librarianship. Other personnel assigned LRC responsibilities will include clerical staff, library/teacher aides, and library technicians who hold a library technician certificate.

Methodology

The study is primarily descriptive in nature. The last investigation of LRC's in the province was done in 1963. Although overall conglomerate statistics are available from Statistics Canada, these do not provide adequate information on many of the components of service and program. It was, therefore, necessary to develop a methodology which would describe the present situation in the province, and from this description to assess the levels and range of services being provided in our schools. Constraints of time and money prohibited the use of on-site visitations which would allow for an in-depth investigation of the services and programs that exist in LRC's across the province. The methodology chosen was that of telephone interviews with the principals and the person assigned the responsibility of the LRC in a randomly selected group of schools.

This methodology allowed the investigator to use an open-ended questionnaire schedule which could be easily adapted to the various situations that were found to exist. Respondents were encouraged to comment, and the interviewers were able to probe, question, and expand on the various questions.

Population and Sample

A randomly selected sample of 115 schools was drawn from the total number of schools (942) in the province. The sample represented twelve per cent of the total population. Since all the schools in the sample responded (100%) the sample was considered sufficiently large to give a representative picture of the situation across the province.

The profile of the sample and comparison of the sample with the provincial profile (where figures are available) appears in table 1.

TABLE 1
COMPARISON BETWEEN SAMPLE AND POPULATION

N=115				
	Sample		Population	
	Number	Per Cent	Number	Per Cent
Rural	76	66.0	641	68.1
Urban	39	34.0	301	32.0
Elementary	66	57.4	540	57.3
High School	19	16.5	59	6.3
K-12	30	26.1	343	36.4
Region 1	17	14.8	101	10.7
Region 2	17	14.8	110	11.7
Region 3	12	10.4	106	11.3
Region 4	19	16.5	187	19.8
Region 5	14	12.2	144	15.3
Region 6	10	8.7	104	11.1
Region 7	26	22.6	180	19.1

Table 2 gives information on the enrolment of the sample schools.

TABLE 2
ENROLMENT OF SCHOOLS IN THE SAMPLE
N=115

Enrolment	Number	Per Cent
0 - 100	24	20.9
101 - 200	40	34.8
201 - 300	28	24.3
301 - 400	13	11.3
401 - 500	5	4.3
500+	5	4.3

Public schools made up 90 per cent of the sample, with separate schools accounting for 10 per cent of the sample.

The Data Gathering Instrument

Two open-ended interview schedules were developed to guide the questions that would be asked during the telephone interviews and to provide a framework which would be used in analyzing the data.¹

Interview Schedule A was used with those schools which had a LRC facility. Interview Schedule B was used in those schools with no centralized LRC.

Schedule A included questions in the following areas: Staff; Budget; Physical Facilities; Access; Collection and Collection Organization; Services and Programs; and Use. In addition, questions concerning priorities and expectations were asked of principals, and opinions on various aspects of the LRC program were solicited from both principals and the person responsible for the LRC.

Schedule B, a much shorter form, included questions on budget, resources, and use, and opinion questions similar to those in Schedule A.

Schedule A was pretested in Regina schools which were not part of the random sample.

¹See Appendix A. Follow-up questions were included to clarify responses or to further expand on the questions as necessary.

Data Collection

Telephone interviews with the 115 schools in the sample were carried out by the researcher and a part-time research assistant in November and December. Letters were sent to each regional superintendent advising them of the project and identifying the schools in their region that would be contacted. Letters were sent as well, to the appropriate directors, and to the principals in the sample.¹ Principals were then contacted by telephone and a time for the interview(s) was arranged. Interviews, on the average, lasted one-half hour. Principals and LRC personnel were generous with their time, showed interest in the study, and responded to the questions with patience and a great deal of good will. LRC personnel were particularly co-operative -- many of them arranging to be contacted at home in their own time, or during after school hours. Several sent follow-up notes explaining a point or adding additional information.

Responses were recorded directly on the interview schedule. As the questions and responses were quite specific it was found that it was not necessary to record the interviews. No problems were encountered with this methodology except for that of sore ears on the part of the interviewers. As noted previously, the response rate was 100 per cent.

Following the compilation of the data from the interviews, additional phone interviews were arranged with personnel in district resource centres to discuss with them the services provided by these district agencies.

¹See Appendix B.

CHAPTER FOUR

ANALYSIS OF THE DATA

The purpose of the study was to describe the situation with respect to LRC's in Saskatchewan and to make an assessment of the level of LRC service provided in the province. The data from the interviews was primarily descriptive and is, therefore, presented in terms of percentages and rank order listings. More sophisticated statistical analysis was neither appropriate nor necessary.

Persons Interviewed

As will be seen later, the staffing patterns in LRC's in the province are both diverse and limited. In many areas, secretaries and clericals are responsible for the operation of the LRC, while in many other cases, teachers are assigned to the library, but given no time to carry out these duties. In other schools, the principal assumes that responsibility. In those schools where such staffing patterns existed, it was left to the discretion of the principal as to whether the interviewer would talk only to the principal, or would, in addition, interview the person assigned responsibility for the LRC.

In fifty-two schools (45%) interviews were conducted with the principal only. In sixty-three of the schools (55%) both the principal and the person assigned responsibility for the LRC were interviewed. There were then, in total, 178 interviews.

School With Centralized Learning Resource Centres

One hundred and eight of the 115 schools (94%) had centralized school libraries. Data on the schools with LRC's and those without centralized LRC services will be presented separately.

As table 3 indicates, 55 per cent of the LRC's in the sample are operated by library technicians, teacher aides, clerical personnel, or teachers and principals who have no assigned LRC time. In those schools with assigned teachers, 27 per cent of those teachers have no library qualifications. Only 19 per cent of the LRC's have trained teacher-librarians.

Schools With Centralized Learning Resource Centres: Staffing Patterns, Qualifications and Time Assigned to LRC.

TABLE 3
PERSONNEL RESPONSIBLE FOR LRC

Type of Personnel	N=108	
	Number	Per Cent
Teacher With Library Qualifications	20	18.5
Teacher Without Library Qualifications	29	26.9
Library Technician	6	5.6
Teacher Aide	21	19.4
School Secretary/Library Clerk	10	9.2
Teacher(s) Assigned Responsibility But Given No Time	17	15.7
Principal	5	4.6

TABLE 4
TIME ASSIGNED TO LRC (ALL PERSONNEL)

Per Cent of Time Assigned	N=108	
	Number	Per Cent
Unstaffed*	24	22.2
0 - 9	8	7.4
10 - 19	4	3.7
20 - 29	14	13.0
30 - 39	4	3.7
40 - 49	4	3.7
50 - 59	19	17.6
60 - 69	2	1.8
70 - 79	2	1.8
80 - 89	2	1.8
Full-Time	20	18.5
Unspecified Part-Time	5	4.6

*Personnel assigned but given no time in LRC.

Fifty-four per cent of the LRC in the sample have less than half-time staff. Only 18 per cent are staffed on a full time basis.

Tables 5 and 6 give an overall picture of the diverse and limited staffing patterns of the schools in the sample.

TABLE 5
STAFFING BY TYPE OF SCHOOL

N=108

Type of School	Number and Per Cent of Qualified Staff		Number and Per Cent of Schools With Half to Full-Time Staff	
	Number	Per Cent	Number	Per Cent
K-6 (N=28)	9	32.1	7	25.0
K-7, 8 (N=31)	5	16.1	10	32.3
Grade 7-9 (N=3)	0	0	3	100.0
K-12 (N=30)	1	3.3	12	42.9
High Schools (N=16)	5	31.2	13	72.2

TABLE 6
STAFFING BY SIZE OF SCHOOL

N=108

Enrolment	Number and Per Cent of Qualified Staff		Number and Per Cent of Schools With Half to Full-Time Staff	
	Number	Per Cent	Number	Per Cent
Less than 100 (N=18)	0	0	1	5.5
100-199 (N=38)	6	15.7	12	31.5
200-299 (N=28)	5	17.9	13	46.4
300-399 (N=13)	4	30.7	10	76.9
400-499 (N=6)	2	33.3	5	83.3
500+ (N=5)	3	60.0	4	80.0

Qualified staff is more prevalent in the K-6 schools and in the high schools. K-12 and high schools have more schools staffed at least half-time. Qualified staff increases with school enrolment, and as enrolment increases, so does the percentage of schools with at least half-time staff.

Full-time staff in these schools shows the following patterns.

Type of School	Number of Schools With Full-Time Staff	Category of Staff
K-6 (N=28)	0	-----
K-7, 8 (N=31)	2	2 Teacher Aides
Grade 7-9 (N=3)	2	1 Teacher Aide 1 Library Technician
K-12 (N=30)	10	5 Teacher Aides 2 Library Technicians 3 Unqualified Teacher-Librarians
High Schools (N=16)	6	1 Teacher Aide 2 Library Technicians 1 Unqualified Teacher-Librarian 2 Qualified Teacher-Librarians

Twenty schools (18%) have full-time staff. In these twenty schools, 70 per cent of the staff are library aides and library technicians; 20 per cent are teachers without library qualifications; and only 10 per cent are qualified teacher-librarians. Qualified full-time staff were found only in the high schools. The Junior High schools and the K-12 schools in the sample have no full-time qualified staff.

A closer look at the half to full-time staffing by type of school reveals the following.

Type of School	Number of Schools With Half to Full-Time Staff	Category of Staff
K-6 (N=28)	7	1 Teacher Aide 1 Unqualified Teacher-Librarians 5 Qualified Teacher-Librarians
K-7, 8 (N=31)	10	3 Teacher Aides 2 Unqualified Teacher-Librarians 5 Qualified Teacher-Librarians
Grade 7-9 (N=3)	3	1 Teacher Aide 1 Library Technician 1 Unqualified Teacher-Librarian
K-12 (N=30)	12	7 Teacher Aides 2 Library Technicians 3 Unqualified Teacher-Librarians
High Schools (N=16)	13	2 Teacher Aides 2 Library Technicians 4 Unqualified Teacher-Librarians 5 Qualified Teacher-Librarians

Forty-five schools (42%) have at least half-time staff. In these forty-five schools 42 per cent of the staff are library aides and library technicians; 24 per cent are teachers without library qualifications; and only 33 per cent are qualified teacher librarians.

The relationship between size of school and staffing is illustrated below. Full-time staff is distributed as follows.

Size of School (Enrolment)	Number of Schools With Full-Time Staff	Category of Staff
Less than 100 (N=18)	1	1 Teacher Aide
100-199 (N=38)	1	1 Library Technician
200-299 (N=28)	7	2 Teacher Aides 3 Library Technicians 2 Unqualified Teacher- Librarians
300-399 (N=13)	5	4 Teacher Aides 1 Unqualified Teacher- Librarian
400-499 (N=6)	3	2 Teacher Aides 1 Library Technician
500+ (N=5)	3	1 Unqualified Teacher- Librarian 2 Qualified Teacher- Librarians

In those schools with full-time staff, only in those schools with enrolments of over 500 is the full-time staff qualified.

The relationship between half to full-time staffing and size of school is illustrated by the following.

Size of School (Enrolment)	Number of Schools With Half to Full-Time Staff	Category of Staff
Less than 100 (N=18)	1	1 Teacher Aide
100-199 (N=38)	12	4 Teacher Aides 1 Library Technician 3 Unqualified Teacher-Librarians 4 Qualified Teacher-Librarians
200-299 (N=28)	13	2 Teacher Aides 3 Library Technicians 6 Unqualified Teacher-Librarians 2 Qualified Teacher-Librarians
300-399 (N=13)	10	5 Teacher Aides 1 Unqualified Teacher-Librarian 4 Qualified Teacher-Librarian
400-499 (N=6)	5	2 Teacher Aides 1 Library Technician 2 Qualified Teacher-Librarians
500+ (N=5)	4	1 Unqualified Teacher-Librarian 3 Qualified Teacher-Librarians

In those schools with at least half-time LRC staff (45) schools with enrolments of less than 100 have no qualified staff. Thirty-three per cent of the staff in schools with enrolments from 100-199 is qualified; 15 per cent in schools from 200-299; 40 per cent in schools from 300-399; 40 per cent in schools from 400-499; and 75 per cent in schools with enrolments over 500.

The data on staffing patterns highlight a major problem. LRC's in the province are inadequately staffed, both in terms of staff qualifications and in the amount of time allowed for providing services and programs. The effect of these staffing patterns will be seen later in the section dealing with programs.

Clerical and Volunteer Help

Table 7 deals with the clerical help available in LRC's. A lack of clerical help is also evident, and, since most LRC's have, at best, only part-time, staff this means that a great deal of staff time must be spent on clerical, as opposed to teaching and program related, functions.

Seventy-one per cent of the LRC's have little or no clerical help. Full-time clericals were found only in the large, urban collegiates.

TABLE 7
AMOUNT OF CLERICAL HELP

N=108		
Amount of Clerical Help	Number	Per Cent
None	48	44.4
School Secretary as Needed	29	26.9
Less Than 50 Per Cent	23	21.2
Half-Time	5	4.6
Full-Time	3	2.8

Seventy-five per cent of the schools do, however, use student volunteers, mostly on a limited basis. High schools, particularly, found the use of students difficult due to a lack of interest and the number of conflicting interests.

Seventy per cent of the schools (75) do not use parent volunteers. Comments on this question indicate that in some schools it was difficult due to the location of the school. Some schools use parents extensively, and some irregularly.

Budget

The budget figures for the LRC's in the sample are displayed in tables 8 and 9.

TABLE 8

LRC BUDGETS BY TYPE OF SCHOOL

N=107

Type of School	Enrolment	Total Budget \$	Mean Budget \$	Per Capita Budget \$
K-6 (N=28)	5,081	68,925	2,461.60	13.57
K-7, 8 (N=30)	6,581	84,736	2,824.53	12.88
Grade 7-9 (N=3)	698	5,500	1,833.33	7.88
K-12 (N=30)	6,331	95,307	3,176.90	15.05
High Schools (N=16)	6,139	74,660	4,666.25	12.16
Total	24,830	329,128		

TABLE 9

LRC BUDGETS BY SIZE OF SCHOOL

N=107

Size of School	Enrolment	Total Budget \$	Mean Budget \$	Per Capita Budget \$
Less than 100 (N=17)	1,283	20,996	1,235.06	16.36
100-199 (N=38)	5,618	71,952	1,893.47	13.92
200-299 (N=28)	6,690	101,434	3,622.64	15.16
300-399 (N=13)	4,496	52,141	4,010.85	11.60
400-499 (N=6)	2,545	29,574	4,929.00	11.62
500-700(N=3)	1,756	23,031	7,677.00	13.12
800+ (N=2)	2,442	30,000	15,000.00	12.29
Total	24,830	329,128		

The average yearly budget for all schools in the sample is \$3,076.00, with an overall per capita budget of \$13.26, which is .4 per cent of the total per pupil expenditure in the province. K-12 schools have the highest per capita budgets (\$15.05), followed by the K-6 schools (\$13.57). High schools have the lowest per capita budgets. The schools with the lowest enrolment (less than 100 pupils) have the highest per capita budgets. Schools with enrolments from 200-399 have the lowest per capita budgets. Thirty-five schools reported their budget as a per pupil allocation. These ranged from \$4.00 - \$25.00 per pupil.

In the majority of schools (79%) the budget is determined centrally, and in only 26 per cent of these schools does the principal have any input when the budget decisions are being made. Five schools reported that the divisional LRC consultant is involved in the budgeting process. Seventeen per cent of the schools involve the staff and the teacher-librarian in the allocating of a decentralized budget. One school assesses a student fee, ranging from \$1.50 for kindergarten to \$5.00 for Grade nine's, which is used to supplement an inadequate LRC budget.

Compared to the national overall average expenditures for LRC materials of \$8.35 the schools in the sample compare most favorably with their average of \$13.26. Averages however, mask the fact that many schools have budgets much lower than this. The lack of any provincial standards or guidelines means that a number of schools are being inadequately funded, and with the growing number of schools operating on decentralized budgets the need for these standards is crucial.

Over a quarter of a million dollars is being spent by the LRC's in the sample on LRC materials. Given the limited number of qualified staff and the lack of information about appropriate resources (documented later in the study) it seems reasonable to question whether, in fact, these funds are being spent appropriately and responsibly.

Facilities

Table 10 gives the size of the LRC in the 88 schools which responded to this question.

TABLE 10

LRC SPACE

N=88

Size	Number	Per Cent
Less Than 1 Classroom	7	8.0
1 - 1 1/2 Classrooms	41	46.6
2 - 2 1/2 Classrooms	29	33.0
3 - 3 1/2 Classrooms	8	9.0
4 - 4 + Classrooms	3	3.4

Eighty-three per cent of all the LRC's in the sample were reported as having adequate reading/study/browsing space. More than two-thirds (69%) of the LRC's have no additional classroom or seminar room. Only half (50%) have space and equipment for viewing and listening, and only 37 per cent have a library workroom or office. Well over half of the LRC's (64%) have no space or equipment for the production of resources, and 82 per cent of the Centers have no telephone. Less than half (40%) have adequate equipment for making effective use of non-print resources.

In 10 per cent of the LRC's the space is not adequate to allow a full class to use the Centre. In 39 per cent of the LRC's only one class can be accommodated. Forty-six per cent of the LRC's are able to handle two classes, and 8 per cent can handle more than two classes. Thirty-nine per cent report that they do not have adequate shelving and storage space. Additional comments indicated that space was adequate at present, but that there was no room for expansion.

Respondents in 31 per cent of the schools described their LRC as unattractive. ("Just walls and shelves," "Long, heavy science lab tables and stools," "Drab," "Dull," "No real conversion from classroom.")

LRC facilities in many of the schools are less than adequate in terms of space to allow for a variety of groupings and activities, and in their furnishings and equipment. Unattractive, poorly equipped and crowded LRC facilities are a barrier to both effective programming and effective use.

Physical Access

TABLE 11

NUMBER OF HOURS LRC IS OPEN

Number of Hours Library is Open	Number	Per Cent
All School Hours	89	82.40
Restricted Hours	19	17.60

As table 11 indicates, the majority of LRC's are open during the school day. However, these figures are misleading, for in 69 per cent of the schools there is no staff available to help students during all the hours the LRC is open, and one LRC is locked, and only opened on request. This places various restrictions on access to the resources. (Students need teacher permission, only some materials may be borrowed, student must go to the secretary, only senior students allowed access, etc.)

In 54 per cent of the schools the LRC is open before and after school. Busing schedules in many schools are a factor that must be taken into consideration here, and in many schools this schedule makes it inappropriate to have LRC's open for extended hours.

In 60 per cent of the schools there are limitations placed on the borrowing of resources. In 70 per cent of the schools non-print resources do not circulate, or circulate only to the classroom. In 60 per cent of the schools, reference materials do not circulate, or circulate only to classrooms. Circulation of books, magazines and vertical file materials are limited only by normal restrictions (for example, the number of resources that can be borrowed at one time, or a limited borrowing period).

Access to one useful resource -- the magazine collection -- is limited by a lack of indexes. Without access to these indexes use is restricted to browsing and recreational reading. Fifty-nine per cent (60) of the LRC's have no magazine indexes. Only 17 per cent indicated that they subscribed to comprehensive indexes (Children's Periodical Index, Reader's Guide or the Canadian Periodical Index). Another 17 per cent do have the index to National Geographic.

The LRC is rated as physically accessible in 88 per cent of the schools, with 71 per cent reporting that their LRC is (or would be) accessible to handicapped students. In those schools (26%) where the LRC could not be used by students with physical handicaps, the major barriers were stairs, height of shelving, hallways, doors, and LRC's in portables.

Access is, as the data reveal, limited by the lack of staff, and several respondents recognized and commented on this. Access to the resources is

also limited by circulating regulations, often necessitated by the inadequacy of the collection. The restrictions on non-print media are more limiting than those on print media. The location of the LRC is only a problem in 9 per cent of the schools and the majority of LRC's are accessible to students with physical handicaps.

Access to Collections

Access to LRC collections is provided through the appropriate indexing and cataloguing of resources.

TABLE 12

TYPE OF CATALOGUING PROCEDURES USED

N=108

Cataloguing Procedures	Number	Per Cent
Division Service	37	34.25
By Local Library	34	31.48
Commercial Services	18	16.67
Part Commercial (Part Locally)	19	17.60

Table 12 indicates the cataloguing procedures used by the LRC's in the sample. In 74 per cent of those schools where the cataloguing is done in-house, this cataloguing is done by library technicians, clerks/secretaries, parents, teachers, principals and students. In five schools, the cataloguing is done by a teacher-librarian who is less than half-time in the LRC.

In three schools, there is no catalogue. Comments from the respondents indicated the problems this raises. Time and lack of training, and a high level of frustration were frequently mentioned.

In 65 per cent of the schools the maintaining of the catalogue is also the responsibility of technicians, clerks, parents, teachers, principals and students.

In those schools using commercial cataloguing services, the cost of this service (with one exception) comes out of the budget for resources.

These figures indicate yet another area where service is limited. Divisional cataloguing services are limited to a few systems. (67 per cent of the thirty-seven schools with division services are in Saskatoon and Regina.) Only one-third of the schools are using commercial services. Much of the in-house cataloguing is done by untrained staff with little time for these complex procedures. Lack of trained clerical staff means that teacher-librarians are spending a considerable percentage of their limited time on this task,

thus restricting the time they have to spend on programs and service to students and teachers.

Resource Collections

It was impossible, in a survey of this type, to evaluate the adequacy of the LRC collections. However, general questions did provide the respondents' perceptions of the collections in the individual schools.

Table 13 indicates the type of resources held by the LRC's in the sample.

Non-print collections are more limited than the print resources. There is a tendency to have non-print resources in locations outside the LRC. The technological revolution has not yet reached the majority of the LRC's, as very few have microform or computer software collections.

When asked to identify the areas of strengths and weaknesses of their collections respondents indicated the following.

<u>Strengths</u>	<u>Weaknesses</u>
1. Social Sciences/History (37)	1. Science (29)
2. Fiction (30)	2. Reference Books/Encyclopedia (15)
3. Science (17)	3. Social Sciences (14)
4. Picture Books (13)	4. Fine Arts (13)
4. Language Arts (13)	5. Non-Fiction (11)
5. Reference Books/Encyclopedia (8)	5. Audio-Visual (11)

Ten schools indicated that their collections were strong in all areas.

LRC's seem to be stronger in the fiction and picture book (recreational reading) areas and weaker in those areas that support the curricula (science, reference, social studies), an indication that more attention needs to be given to a collection development policy which reflects the objectives of the curriculum. This is borne out by the fact that less than half of the LRC's (45%) were seen by the respondents as providing strong support for the curriculum, while 65 per cent see the LRC adequately meeting the recreational needs of students.

While the collections were assessed as being adequate to serve the needs of average students in 92 per cent of the schools, collections were considered adequate for gifted students in only 42 per cent of the schools. Collections were considered adequate for the needs of students with special problems in 39 per cent of the schools, and adequate to serve the needs of special language programs in only 9 per cent of the schools.

TABLE 13
TYPE OF RESOURCES IN LRC

N-108

Type of Resources	Yes		No		Limited		Comments
	Number	Per Cent	Number	Per Cent	Number	Per Cent	
Books	108	100.00	-	-	-	-	
Paperbacks	104	96.29	-	-	4	3.70	
Vertical File	88	81.48	13	12.03	6	5.55	K-12 School (1)
Magazines	101	93.51	3	2.77	4	3.70	
Newspapers	52	48.14	51	47.22	1	.92	Principal brings it (1) Hockey News (2) K-2 School (1)
Filmstrips	93	86.11	2	1.85	8	7.40	Not in LRC (3) At division (1)
Records/Tapes	79	73.14	4	3.70	16	14.81	Not in LRC (5) Only teachers use (1) At division (1) No equipment (1)
Slides	59	54.62	26	24.07	18	16.67	Not in LRC (2) At division (3)
Transparencies	68	62.96	11	10.18	15	13.88	Not in LRC (11) At division (3)
Kits	74	68.51	8	7.40	16	14.81	Not in LRC (6) Only teachers use (1) At division (3)
Pictures	75	69.44	22	20.37	9	8.33	In staff room (1) At division (1)
Microforms	-	-	107	99.07	1	.92	
Computer Software	1	.92	82	75.92	7	6.4	Not in LRC (18)

In two-thirds of the schools (66%) respondents indicated that they were occasionally, or often, asked for materials that they were not able to supply. Problems, as indicated by the comments, included "Problems with current topics;" "Encyclopedias are over-used and over-plagerized;" "Can often find something, but not enough;" "Card catalogue not adequate;" "Lack of indexes."

In 41 per cent of the schools, reference books and encyclopedia were considered to be inadequate.

Table 14 indicates the use made of additional collections in the supplementing of the school collection.

TABLE 14
ACCESS TO OTHER RESOURCE COLLECTIONS

N=108

Type of Collection	Number of Collections	Number	Per Cent
Division Collection	1	3	2.78
Public Library	1	59	54.62
Division Collection/Public Library	2	18	16.67
Division Collection/Other Schools	2	7	6.48
Public Library/Other Schools	2	10	9.25
Division Collection/Public Library/Other Schools	3	7	6.48
No Access to Other Collections	-	3	2.78
No Answer	-	1	.92

Public libraries are the most commonly used additional collections. Only 32 per cent of the schools have access to a divisional collection. This reliance on public libraries is an area which needs further investigation.¹ School demands often tax the resources of public libraries unfairly, and often co-operation is assumed, rather than planned and reciprocal. As both

¹See Alixe Hambleton, "An Acceptable Response to Social Challenge? The School-Housed Public Library in Saskatchewan," in *The Canadian School-Housed Public Library*, ed. L. J. Amey (Halifax: Dalhousie University, 1978), pp.170-193, and Elizabeth Roberts, "The Challenge of Education: Can Saskatchewan Libraries Meet It?" *The Medium* 22 (Fall 1981:4-15, for a discussion of this topic.

agencies are competing for municipal funds, it is necessary to plan carefully for the co-ordination of library service.

Collection Development

Effective collection development rests on sound selection practices, on knowledge of available resources, and knowledge of the curriculum. Table 15 reports the selection aids and sources of information used by the LRC personnel.

TABLE 15
SELECTION INFORMATION SOURCES AND SELECTION AIDS

Rank	Information Sources	Rank	Selection Aids
1	Teacher Suggestions (16)	1	Publisher's Catalogues (66)
2	Commercial Displays (14)	2	Curriculum Guides (23)
3	Book Stores (9)	3	Division Lists/Displays (20)
4	Advice of Colleagues (8)	4	<u>School Library Journal</u> (13)
5	Student Suggestions (3)	5	Wilson Catalogues (10)
6	Consultants (2)	6	<u>Quill and Quire</u> (9)
		6	Jobbers' Lists (9)
		7	<u>Canadian Materials</u> (6)
		8	University Class Lists (4)
		8	<u>Horn Book</u> (4)

Respondents in 12 schools (11%) cited publisher's catalogues as the only source of selection information, and 43 per cent did not include any reviewing journals in their response. Publisher's catalogues were by far, the source cited most often and they are the least reliable of the sources. Curriculum guides (the second in frequency of responses) are outdated and limited in the resources cited. School Library Journal, ranking fourth in the selection aids is an American source with a favorable reputation. Quill and Quire and Canadian Materials are the only two Canadian sources mentioned, perhaps an indication that the collections of Canadian resources may be less than adequate. The lack of adequate information to ensure effective collection development is obvious.

All schools involve teachers in the ordering of materials but at various levels with varying levels of success. Teachers do the ordering in 49 per cent (53) of the schools. Teachers are asked for suggestions in 37 per

cent of the schools. This meets with limited success in 12 per cent of the schools. In two schools the staff, as a group does the ordering.

The respondents identified the following problems related to selection. Lack of information (38); Budget (21); Time to do careful selection (13); Lack of teacher support (5); Not being able to see the resources before ordering (5). Comments reinforced these concerns. "We need a Consumer Report type of service to inform us" (Principal); "We need more and better information. The budget is often not spent" (Principal); "There is a lack of communication in the school because the LRC has a low priority" (Teacher-Librarian); "As budgets decrease we really need information" (Vice-Principal).

The lack of trained staff, budget constraints, and lack of back-up services at the division level all affect collection development. Untrained staff, lacking the necessary information on resources, are not spending the LRC budgets responsibly nor appropriately.

Programs and Services

LRC personnel were asked to identify those tasks that occupied the majority of their time. Responses appear in table 16.

Given the low incidence of trained staff it is, perhaps, not surprising to find an equally low incidence of professional activity. The major activities are clerical, technical, and locational. Only 21 per cent of the respondents are teaching research skills, and only 15 per cent are providing programs that support reading. Selection, administration and planning with teachers are major activities in only a very few LRC's. In 46 per cent of the schools the only activities mentioned were clerical and locational in nature.

Responses to the question on time spent on various activities were appropriate for very few of the respondents since so many LRC's were not providing any programs. The teaching of research skills and the providing of reading guidance programs are the activities on which a small majority of LRC personnel spend the most time. Little time is spent on selection or in planning with teachers. Several respondents indicated that selection and cataloguing was often done after school hours or in the respondent's own time.

In those schools (39) where LRC personnel provide research skill programs the majority of these are basic type programs -- orientation, use of the card catalogue, use of reference books and indexes. A few programs were structured in a game or activity-centred format. Only a small percentage (5%) were integrated with the classroom programs.

Only 8 per cent of the schools (9) described any programs that focused on listening or viewing skills, or on the use of non-print media in reports. The few that were reported were mainly programs that used filmstrips or tapes in story programs.

TABLE 16
MAJOR ACTIVITIES OF LRC PERSONNEL

N=71

Rank	Activity
1	Clerical Tasks/Housekeeping Duties (43)
2	Helping students locate resources (29)
3	Helping teachers locate resources (18)
4	Technical Services (17)
5	Teaching Library Skills (15)
6	Class Visits (12)
7	Reading Programs/Storytelling (11)
8	Supervision (9)
9	Circulation (7)
10	Ordering (5)
11	Selection (4)
11	Administration (4)
12	Planning with Teachers (3)

Thirty-five per cent of the schools provide reading programs, with storytelling, book talks, and contests cited most frequently.

In over half the schools (55%) reporting these programs, library technicians, teacher aides, clericals, and unqualified teachers are responsible for these programs.

In those schools that reported some type of LRC programming (43%) only 20 per cent (9) identified that their programs were integrated with the teaching program, and 48 per cent identified LRC programming as being independent of the teaching program. The remaining 32 per cent indicated that some programs were integrated, that integration was beginning, or that integration was informal in nature. Comments indicated that the integration concept is slowly being accepted, but that teachers are often too independent, or unwilling to be involved in the integrative planning. Only 8 per cent of these schools (4) have time available to plan with teachers, although 77 per cent said they would find this planning time helpful.

In more than half the schools (57%) classes are regularly scheduled into the LRC. With the minimum programming identified in the previous questions, it is probable that much of the scheduled time in the LRC is given over only to the selecting and circulating of resources.

The majority of LRC personnel (86%) provide no (or very limited) inservice for their teaching staff.

The picture given of programming and services is bleak and discouraging. Programs, where they do exist, are limited and most often independent of the teaching program, and may be the responsibility of untrained staff. Comparing the level of programming available in the sample schools with the program component of the Levels of Service chart on pages 24 to 28, it is evident that the majority of schools fall into the inadequate category, with only a small per cent operating at Level I type of programming, and with even fewer moving toward a Level II category of programming.

Use

Table 17 provides information on those LRC services requested most often by teachers.

TABLE 17
LRC SERVICES REQUESTED BY TEACHERS

		N=97
Rank	Services	
1	Locating of resources (92)	
2	Selecting resource materials (21)	
3	Library skills (17)	
4	Programs that encourage reading (11)	
5	How to make effective use of resources (8)	

The ranking of services most requested by teachers reinforce the lack of integrated programs in the LRC's. Sixty-seven per cent of the respondents indicated that teachers use the LRC only for locating resources. Most teachers are using the LRC as a "bibliographic lumberyard" -- as only a place to locate the resources they need. Given the lack of trained staff to provide those programs that focus on effective use of resources, the concept of the LRC as a teaching/learning laboratory is far from being realized.

Comments from the respondents supported this finding. "Teachers don't ask for anything;" "Classes function as independent unit;" "Little proper use;" "Teachers don't use me (the teacher-librarian) as they should."

Student use was considered to be effective in only 39 per cent of the schools. In 61 per cent use was considered to be less effective than it should be. Respondents' comments indicated some of the common problems. "Students not well enough informed;" "Students just head for the paperbacks;" "Real tendency to go to the encyclopedias;" "Hard to have effective use without full-time librarian;" "Not enough staff;" "Scheduled classes interfere with effective use;" "Depends on teacher, they set the tone."

Respondents felt that the majority of teachers (60%) promoted the use of the LRC in the classroom, mostly by giving projects that require LRC materials and through those activities that encourage reading.

The majority of respondents (84%) felt that teachers were able to use the LRC effectively and independently, but comments indicated that, as discussed above, this use was limited mainly to locating resources.

The use made of the LRC will, of course, be determined by the type of programs and the services available, and also, on the availability of staff to provide these services.

Learning Resource Center Personnel: Responses to Availability of Consultant Services

Where appropriate, LRC personnel were asked where they might go for help in the areas of selection, programming and facilities planning. These responses appear below.¹

<u>Selection</u>	<u>Programming</u>	<u>Facilities Planning</u>
1. Division Library Consultant (23)	1. Division Library Consultant (19)	1. Division Library Consultant (16)
2. Colleagues (16)	2. Colleagues (16)	2. Board Office (11)
3. Board Office (11)	3. Division Consultant (9)	2. Colleagues (11)
4. Principal/Staff (9)	4. Public Library (6)	3. Principal (8)
5. Displays (6)	5. Books (5)	4. Teachers (4)
6. Department of Education (3)	6. S.T.F. (3)	4. Kelsey Director (4)
6. Journals (3)		5. Department of Education (3)

Several respondents indicated that they did not know where they would go for help in these areas, (5 per cent for selection, 14 per cent for programming, and 21 per cent for facilities planning).

¹Respondent include: 44 teacher librarians, 4 library technician's 6 teacher aides, 4 teachers assigned no LRC time.

The majority of respondents (64%) reported that no LRC inservice programs were available at the division level. Only one respondent reported inservice at the regional level.

Learning Resource Centre Personnel: Perception of Problems in Providing Service

The respondents indicated the problems they perceived in providing LRC service. Table 18 gives the ranking of these responses.

TABLE 18
LRC PERSONNEL RANKING OF PROBLEMS
IN PROVIDING SERVICE

Rank	Problem Areas
1	Time (28)
2	Budget (14)
3	Teacher Attitude (12)
4	Selection Information (8)
5	Lack of Trained Personnel (7)
6	Space/Facilities (6)
7	Acceptance of LRC Role (8)
8	Heavy Class Schedules (3)
8	No Planning Time (3)
8	LRC Used for Other Purposes (3)
9	Lack of Clerical Staff (2)

Principal Expectations of Learning Resource Centre Service

As responsibility for effective LRC service rests with the principal, the principals of the schools in the sample were asked what services and programs they expected the LRC to provide. The responses, in order of frequency, are tabulated in table 19.

The emphasis here is on the resources, not on programs or services. Co-operative teaching and planning was only mentioned by three respondents, and program development by only one respondent. Comments again provide

additional insight. "With no personnel you lose possibility of effective use;" "Program depends on quality of librarian;" "We have no program. Main service is recreational reading;" "Librarian provides release time for teachers. That's how we keep our librarian." There is need, not only for

TABLE 19
PRINCIPAL EXPECTATIONS OF LRC SERVICE
N=108

Rank	Service
1	Provide support for the curriculum (65)
2	Teach library skills (36)
3	Provide resources for reading (34)
4	Provide resources in all formats (28)
5	Provide AV resources and services (10)
6	Help teachers locate resources (8)
7	Provide literature related programs (6)
7	Provide resources for teachers (6)
8	Complement/supplement classroom program (5)
8	Generate/promote interest in reading (5)

staff in the LRC's to influence the principal's expectations, but also for inservice to involve the principal in helping to change the LRC picture in the province.

Principal Assessment of Learning Resource Centre

Table 20 provides data on the principals' assessment of the contribution made by the LRC to the school program.

More than half of the principals (55%) rated the LRC's contribution as "high" or "vital". Several principals, again, commented on the need for trained staff. "No use having a room full of books. Need the person to assure effective use." "Having a library without staff is like having a Cadillac and not being able to drive it." "It's the person, not the facility. We need to put our money where our mouth is." Contribution is only 'adequate' because of a lack of personnel."

TABLE 20
PRINCIPAL ASSESSMENT OF CONTRIBUTION
MADE BY THE LRC

N=108

Rank	Contribution
1	Provide resources to support curriculum (63)
2	Supports reading program/recreational reading (28)
3	Enhances/enriches learning (22)
4	Provides teaching of skills (10)

Recognition on the part of the principal, of the need for a LRC is certainly evident. However, the principal's expectations need to be expanded, and this will depend on the setting of guidelines and standards at the departmental level, on planned inservice opportunities, and on a grant structure which make positive change possible.

Eighty schools (74%) responded to a question on the priority the principal felt the LRC had in their division. Sixty-three per cent stated that the LRC had a high or reasonably high priority at their board or divisional level. In 22 per cent of the schools (18) the LRC was seen as having a low priority. The remaining 15 per cent (12) of the principals qualified their answers; stating opinions such as "It changes from year to year," "holding the line," or "dropping." Several comments indicated that the priority given to LRC's was higher when these centres were first started, and is now, not as high. The replacing of teacher-librarians with library technicians was cited as an example of this lowering of priority.

Priority Assigned By Principal to Learning Resource Centre Personnel

The priority placed on having a full-time teacher-librarian on staff was given a Very High or High by 70 per cent of the principals. Only 17 per cent of the principals assigned a Low or Very Low priority to having a full-time teacher-librarian, and 14 per cent responded that a full-time teacher-librarian would come after teachers, consultants, or special education teachers.

Policy

The Regulations under the Education Act, 1978, Sec. 33(1) sets out the responsibilities of Boards of Education with respect to the development of LRC policies. Boards are required to develop policy concerning "the procedures to be used to ensure that pupils have access to the textbooks, instructional materials, or learning resource material that they need to complete their course requirements." In addition, Boards are required to establish a selection policy, including procedures to be followed in the case of challenged materials. A statement explaining this regulation, and setting out the requirements for the book selection policy appeared in the January, 1983 Chronicle Supplement: Instructional Resources.

Despite this regulation, 69 per cent of the principals in the sample reported that there was no policy dealing with LRC's, and a further 8 per cent did not know whether or not there was a policy or could not specify what the policy was. The majority of the principals who responded in the affirmative to the question defined the policy in very general terms. The policies they referred to seemed to be procedural, rather than policy statements, and were often described as being job descriptions for LRC personnel.

There was no book selection policy in 77 per cent of the schools. Three respondents did not know whether or not there was such a policy. In two schools the development of a book selection policy was in process. Existing policies concentrated on challenged materials, rather than on an over-all collection development policy.

Without such policies developed in co-operation with staff trained in collection building, the planning and growth of LRC collections will continue to be haphazard and diverse. Also, without trained staff at the local level to carry out the task of responsible selection, the development of policy statements will be only an empty exercise.

Regional and Divisional Support Services

There are no regional back-up LRC services for 94 per cent of the schools. Divisional services (mainly centralized collections, which were generally non-print collections, and teacher resources) and consultant services were available to 66 per cent of the schools. Twenty-five of the schools reporting divisional services were in Regina or Saskatoon where extensive services and consultants are provided by the boards. A few schools reported receiving selection services (7), cataloguing services (6), and inservice programs (5).

Schools in Regina and Saskatoon reported more comprehensive services, including delivery systems, displays, production, budgeting, planning, and inservice.

The following lists provide data on where principals would go for help in selection, programming, and facilities planning.

<u>Selection</u>	<u>Programming</u>	<u>Facilities Planning</u>
1. Division Library Consultant	1. Division Library Consultant	1. Division Library Consultant
2. Division Staff	2. Department of Education	2. Department of Education
3. Department of Education	3. Division Staff	3. Director of Education
4. School Staff	4. Public Library	4. School Board
5. School Librarian	4. Librarians in Other Schools	5. School Staff
6. Librarians in Other Schools		
7. Publishers' Catalogues		

Several principals indicated that they did not know where they would go for help in these areas. (10 per cent for selection, 12 per cent for programming, and 18 per cent for facilities planning.)

Principals in 94 per cent of the schools responded that there were no regional inservice programs on LRC services, and 76 per cent that there were no divisional inservice programs. The majority of principals (82%) would like to have such programs available. Divisional inservice was preferred to regional inservice, with 27 per cent of the principals stating that they would like programs available at both levels.

Comments made by the principals indicated their positive attitude to inservice. "We need help in making the best use of resources, otherwise we're mishandling education;" "Very helpful. Our biggest problem is teacher use;" "The administration needs inservice." Several comments indicated that inservice must be based on perceived needs, not forced on staff.

Principal Opinion on Consultant Service

Tables 21 and 22 provide data on the principals' responses to the need for LRC consultants at the various jurisdictional levels, and the type of services that principals would like to have the consultants provide.

TABLE 21

PRINCIPAL RESPONSE TO NEED FOR CONSULTANT SERVICE AT
DIVISIONAL, REGIONAL, OR PROVINCIAL LEVEL

N=108

Jurisdictional Level	Yes		No		Don't Know	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Divisional	73	67.59	31	28.70	4	3.70
Regional	54	50.00	45	41.67	9	8.33
Provincial	67	62.04	29	26.85	12	11.11

At least half of the principals see the need for consultative services at all the jurisdictional levels. Divisional consultants are preferred to regional consultants, and there is, also, a high level of support for provincial consultants.

TABLE 22

RANKING OF CONSULTANT SERVICES PRINCIPALS
WOULD FIND HELPFUL

N=108

Rank	Service
1	Selection Information (69)
2	Inservice (42)
3	Advice (17)
4	Cataloguing/Processing (15)
5	Displays (7)
5	Policy/Guidelines (7)
6	Facilities Planning (6)
6	On-site Visits (6)

The need for help in collection development and the availability of in-service on the effective use of resources are of primary concern, and support previous data on the lack of help in these areas. Comments indicated that principals look to a provincial consultant for co-ordination, overall development policies, and that they recognize need for the Department support for LRC's. "Province must give direction as to where libraries are going;" "Planning is important at the provincial level;" "The province must have consultants for co-ordination of services;" "Having a provincial consultant shows departmental support for school libraries;" "Have to start at the top if there is to be service lower down;" "We need a planned, co-ordinated attack on improving school libraries in the province." Several comments indicated that consultants are helpful only when they are readily available and knowledgeable. The need for up-to-date, current information and advice was also highlighted in the comments. "Good advice is worth a lot of dollars." "Need selection information. Now it's hit and miss." "We need reassurance and moral support."

Opinions Regarding Improvement of Learning Resource Centre Service

Both principals and LRC personnel were asked to comment on what they think might be done to improve LRC at the local, divisional, regional and provincial levels to improve LRC service. Their responses appear below.

Principals

Local

1. Full-time trained staff (23)
2. Budget (12)
3. Facilities (4)

Division

1. Consultant Service (15)
2. Inservice (14)
3. Selection Information (9)
4. Staffing Guidelines (4)
4. Money (4)
4. Higher Priority for LRC (4)
5. Networks (3)
5. Resources (3)

Region

1. Inservice (12)
2. Consultants (9)
3. Selection Information (6)
4. Co-ordination of Services (2)
4. Money (2)
4. Raise Priority of LRC's (2)

Province

1. Grants (43)
2. Selection Information (18)
3. Policy/Guidelines (15)
4. Consultants (9)
5. Advice/Information (5)
5. Co-ordination of Services (5)
6. Inservice
6. Networks

LRC Personnel

Local

1. Qualified Staff/Time (20)
2. Budget (6)
3. Inservice (4)
3. Facilities (4)

Division

1. Inservice (13)
2. Consultants (8)
2. Selection Information (8)
3. Standards/Policy (6)
4. Money (5)
5. Publicity for LRC (4)

Region

1. Inservice (12)
2. Support/Publicity (6)
3. Policy (4)
4. Selection Information (3)
4. Consultants (3)

Province

1. Standards/Policy (15)
2. Grants (10)
3. Selection Information (8)
4. Consultants (7)
5. Inservice (4)

Once again, the major concerns have been identified -- the need for full-time trained staff, for inservice, for back-up service at all levels, and the need for provincial grants and policies.

Schools Without Centralized Learning Resource Centers

A small percentage of the sample (6%) had no centralized library services. Five of these schools were K-6, one was K-4, and one was a K-8 school. In four of the schools enrolment was under fifty. One school had an enrolment of less than 100, and two schools had enrolments under 150.

Budgets for resources averaged \$11.65 per student. One school had a large (\$7,000.00) upgrading grant. Priority for resources was seen as relatively high -- after textbooks. Three of the seven schools did not use their budget to purchase non-print resources.

Resources were housed mainly in individual classrooms. Others were stored in unused classrooms, storage rooms, and hallways.

Teachers, or the staff and the principal were responsible for the selection of resources. Publishers' catalogues were the most frequently used selection aid, followed by curriculum guides, displays, division lists, and university class lists. No selection help was available in five of the seven schools. In one school, the principal had worked in a school library, and one school received help from an Assistant Director.

Schools used colleagues, friends, librarians in other schools, and division office staff as sources of information on selection. One school reported having "absolutely no idea" where to go for selection information. Only two schools had a person on staff with background or experience in making effective use of resources.

Resources were shared among classrooms in all of these schools, and all schools supplemented their collections with resources from local or regional public libraries.

Four of the schools had no, or very limited, classroom reference collections. Two schools had classroom sets of encyclopedia, with five schools sharing sets that were shelved in hallways.

Six of the schools (85%) felt that their resources were inadequate to meet the demands of the curriculum. Five schools felt their resources were inadequate to meet the individual learning needs of students, with one school assessing the resources as "only adequate." All schools felt their collections were inadequate to meet recreational reading needs, and all attempted to meet this need by making use of public library collections. Comments on the lack of resources indicated that basic materials may be available, but problems arose in finding adequate resources for enrichment.

Little inservice was provided at either the division or regional level on resources or the use of resources. Only two schools reported a one-time session at an institute. Five schools felt that such inservice would be valuable, with four of the schools preferring inservice at the division, rather than regional level.

Six of the seven schools gave a high priority to having a LRC in their

schools, but most recognized that for such a centre to be effective, it would be necessary to have, as well, a teacher-librarian. As one principal commented, "It's the person, not the facility."

In response to what might be done to improve the provision of resources to students and staff, the most common response was that of providing grants, followed by the hiring of consultants, and the providing of selection information, advice and help. There was also a recognition of the need for integration of services -- a combination of services provided at the divisional, regional, and provincial levels.

All but one school would like to see LRC consultants at all levels. Services which the schools would find useful included (in order of response) information on resources and help in selection, inservice, central collection of resources, and guidelines for LRC's. A major concern was that the Department of Education place a greater emphasis on LRC development since change, in their opinion, must start at the provincial level.

Existing Divisional Services

In addition to the interviews conducted with the personnel in the schools, data was also collected from library consultants¹ in 11 divisions, in order to investigate the type of Divisional service available in the province.

Nine of the 11 divisional services are in charge of personnel with library qualifications. In one division, the person in charge has a B.Ed., but no library classes, and in the other, there is a library technician, who is in charge of ordering and distributing materials to the schools in the division. Only six of the divisions have full-time LRC consultants, and five are staffed on a part-time basis. Three divisions have no staff in addition to the LRC consultant, four have limited clerical staff, and four have departments with staff for the various areas.

The majority of the consultants report directly to the Director of Education, with three reporting to the Director through a Superintendent.

In four of the divisions, the consultants are involved in the budgeting process, five are involved to some extent, and two have no involvement.

In five of the divisions, the consultants have developed Divisional LRC policy, and four have limited policies. Two divisions are not involved in the development of policy.

Five consultants work co-operatively with consultants in other areas, and five work with other areas to a limited extent.

¹LRC personnel at the division level have various titles. The term, consultant is used in this study to designate personnel carrying out LRC services from a divisional office.

Only one division has done any formal assessment or evaluation of the LRC's in their division. Four divisions carry out informal evaluation.

Seven of the divisions have a central collection of resources that circulate to the schools. Three of these collections are restricted to non-print and professional materials.

Four of the divisions preview or evaluate resources for the system, and three do this on a limited basis, or informally. Four divisions do no evaluation of resources.

Three divisions provide production facilities for the schools in the system, with three others providing limited production services. Four divisions provide AV technician help to schools, and three have limited technical help.

Five divisions provide cataloguing/processing services to the LRC's in the system. Seven are able to provide additional clerical help to LRC's.

Inservice in nine divisions is provided for teachers and teacher-librarians, and on a division and local school basis. Four divisions provide training for aides and clerical help. Two divisions provide no inservice programming. Nine divisions develop collections for new schools, and are consulted when new LRC facilities are planned.

The most common problem identified by these consultants was that of articulating the role of the LRC to teachers and administrators, and the need for extensive inservice to encourage teachers to make resources an integral part of their teaching program. The other pertinent problem identified was that of staffing -- the need for qualified staff, and the need for more staff on a full-time basis. Comments also indicated the need for Department support, and for divisional policy.

In response to a question on what could be done to improve the LRC situation in the province there was general consensus that there was a need for divisional, regional, and provincial development and service, particularly in the area of policy, guidelines, and minimum standards. The need for a provincial consultant was reiterated, as was the need for provincial incentive grants, particularly to provide staff. The need for support, advice, "a shoulder to cry on" indicated the isolated feeling of some consultants. Again, too, the need for preservice training for teachers at the University level was seen to be an area where improvement should occur.

Conclusions

Despite the relatively long history of school libraries in our province, the changes in education that should result in greater priority for LRC's, and the steady progression of reports which deplored the state of LRC's, the present study provides data indicating that an adequate level of LRC services is still not presently available in the province. There are, perhaps, no surprises in the compilation of data. Consistent with previous reports, the same problems are still present. Staffing remains the major

and most crucial problem, with the result that the selection of appropriate resources is haphazard, limited, and inadequate, and programs which should ensure efficient use are minimal. The lack of adequate physical facilities limit use, as does the lack of staff. Access, the basic function of a LRC is also limited in many schools. Untrained staff cataloguing and organizing the resources makes it unlikely that resources are organized for the most effective use, and without adequate clerical help, or access to cataloguing services, much staff time is taken up with clerical and technical duties. LRC's are operating without clearly defined policies for service. Many of the LRC's collections are still print-oriented, with little opportunity for students to experience learning through audio or visual media, or to gain skills in viewing or listening. Expectations of LRC services is extremely limited, and the idea of resource-based learning is not a generally accepted philosophy. Inservice opportunities are minimal, as are consultant services, information on the selection of resources, and programming ideas. Few schools have access to services at a division or regional level. No provincial policy directs development, and there is no provincial LRC consultant to provide direction or support.

There is a clear recognition of these problems in the schools. Principals and LRC personnel were able both to articulate these problems, and to make suggestions as to how these problem areas might be alleviated. Again, there is a consistency in their responses that supports the earlier reports, as respondents identified a need for provincial policy, incentive grants, increased staffing, inservice, consultants, and for LRC development at a divisional, regional, and provincial level.

The data from this study, combined with previous data, clearly identifies the problems. Our LRC's are not providing adequate access to resources, and, of greater concern, they are not able to provide those programs that assure the effective use of resources.

skip. The data also indicate those areas which need to be addressed in improving this situation. Both principals and LRC personnel consistently support the need for provincial involvement through incentive grants, the articulation of provincial policy and standards, and the co-ordination of services through the office of a provincial consultant. Both groups of respondents see the need for division and regional services that focus on inservice, selection information, and the development of policy. Again, consistently, the need for trained staff is of over-riding concern.

Stages of LRC development were outlined earlier in the report (p. 24 to 28). A comparison of the data from the interviews with the stages on the chart gives a clear indication that the majority of Saskatchewan's LRC's fall into the Inadequate category, with only a small percentage at Phase I, and an even smaller group moving toward the Phase II level.

The concern here is not only with the elements of personnel, facilities, collection, funding, management or back-up support at the various levels but, rather with the effect that the inadequacies in these elements has on programs and services. With the majority of our LRC's operating only at an Inadequate or Minimum level, programs and services are non-existent, or, at best, minimal. As a result, both students and teachers are not being

provided with opportunities to make the most effective use of resources in their teaching and learning. The goals of independent study and individualized teaching cannot be realized. Enrichment in teaching and learning, the learning of research skills necessary to life-long learning and decision-making, the appreciation of language and literature, the ability to view and listen critically, critical thinking, and learning through those media which best meet individual needs, are severely curtailed. Equal opportunity for quality education is not assured, and the educational objectives, as set down in the provincial curricula, are not being adequately supported or achieved.

CHAPTER FIVE

BACKGROUND TO THE RECOMMENDATIONS AND RECOMMENDATIONS

As the data from the study was set against a background of previous research, history, and professional guidelines, so, too, the recommendations from the data are set within a context that has been developed as the study progressed. This context is illustrated in the following model (figure 2).

As the model indicates:

1. The Learning Resource Center (LRC) is part of a larger system, responsive to, and dependent on:
 - a) Policy set at the provincial, regional, divisional and local school level.
 - b) LRC philosophy, as defined by research and professional guidelines.
 - c) The educational objectives of the school.
 - d) The expectations of the administration and the staff of the school.
2. As with any organization, the LRC takes basic resources (input factors) and turns them into products or services (output factors).
3. The role of the LRC (output) is to:
 - a) Provide access to a wide range and variety of resources that are chosen to meet the demands of the curriculum and the individual needs of students and staff.
 - b) Provide a range of programs and services that assure the effective use of those resources, and which are necessary to the effective implementation of the curriculum.
4. The achieving of this role is determined by the presence of those input factors which are basic to, and necessary for, the service. Limitations or constraints within any, or all, of these input factors reduce the service (output) of the LRC.
5. Reduction in the service component
 - a) has an adverse effect on the teaching learning process.
 - b) reduces the ability of the school to meet the basic requirements of the curriculum.
 - c) negates the principle of equal opportunity to quality education.
 - d) reduces the potential of the school to provide effective individualized education or to foster independent learning.

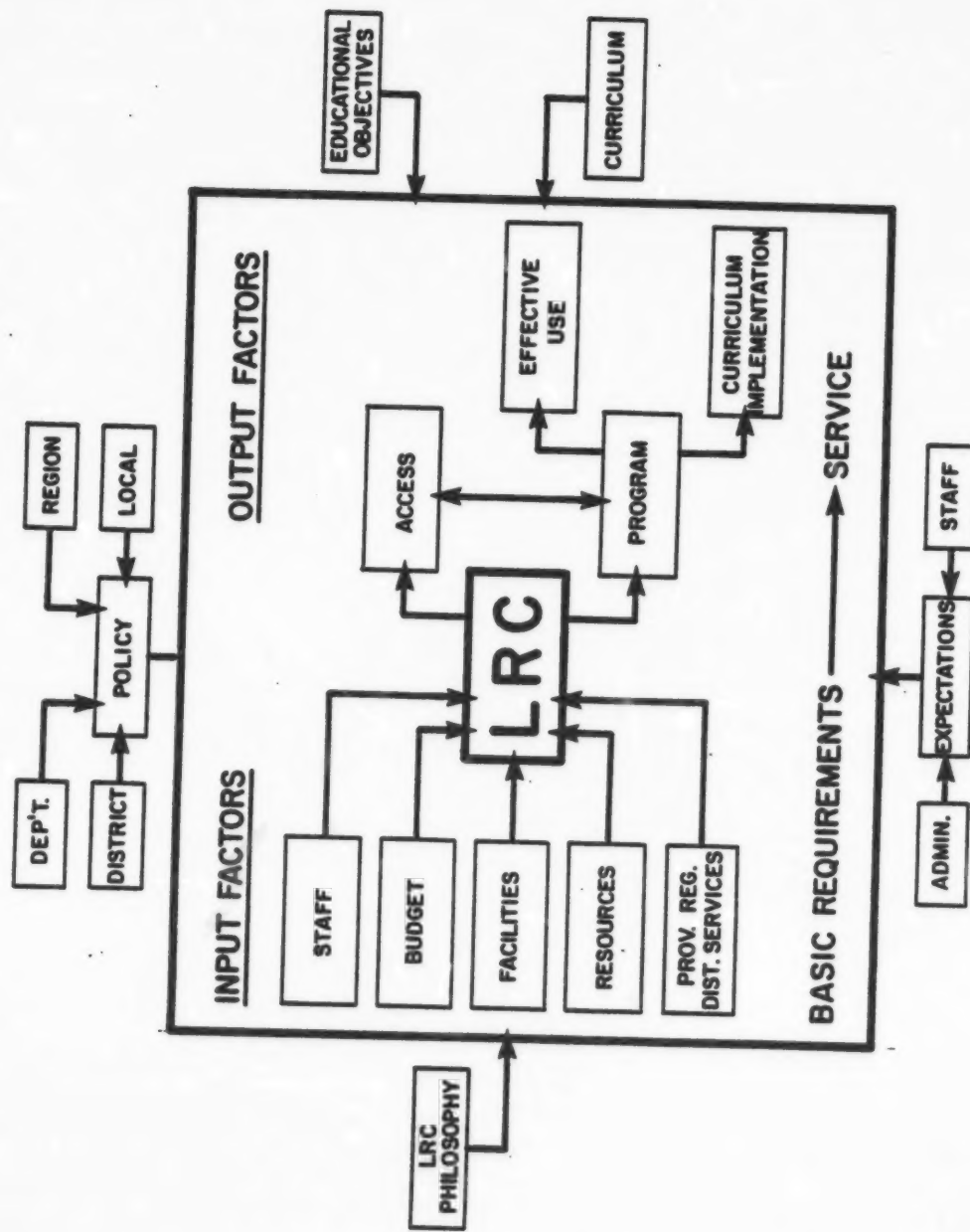


Figure 2
A Learning Resource Centre System

e) limits opportunities for student achievement.

As shown in figure 2, the LRC exists within a particular context, responding to policy, to professional standards and research, to educational objectives and curricular requirements, and to the expectations of administration and staff. Professional standards and research have defined in a consistent way the role of the LRC. Educational objectives and curricular requirements are also clearly stated and consistent. Problems were, however, identified in the policy and expectations components. No consistent policy exists at any level, and administrative and staff expectations are limited, tending to reflect the present level of service, rather than looking toward a more expanded view of the role of the LRC. Data also revealed that serious problems in all the input factors severely limited the service (output) factors, and thus, in turn, limited the programs in the majority of the LRC's surveyed. The effect of these limitations can be seen most clearly in the restricted programs and services that were identified in the study, especially when the profile of existing programs is compared to the levels of service chart displayed on pages 24 to 28.

Recommendations, therefore, will deal with these problem areas -- policy and expectations, budget, staff, facilities, resources and support services. An attempt has also been made, through these recommendations, to develop a blueprint for action which begins with the development of a provincial policy which assigns priority to LRC development, moves then to the regional and division levels and the support services needed at those levels, and continues to deal with LRC's at the local school level. Development at all these levels is necessary to effective LRC growth, as is the integration and co-ordination of the recommendations. Therefore, the recommendations should be viewed as a totality, which will lead to a provincially directed and supported program of LRC services.

The recommendations derive most directly from the data, professional standards, and research on LRC's in Canada, the United States, and abroad. An extensive literature search revealed no provincial, state, or county prototypes that were applicable to the Saskatchewan situation, and could, thus, be adopted as models. Three Canadian provinces, British Columbia, Alberta, and Ontario have Department of Education statements outlining LRC policy and role¹, and these publications have done much to raise the profile of school libraries in those provinces. Nova Scotia is in the process of working on such a statement as a result of a preliminary study². The recommendations on regional services are, in part, a reflection of the

¹Alberta Learning Resources Journal, Vol. 4, No. 2 (1981); British Columbia Ministry of Education. Library Manual Revision Committee. Sources and Resources: A Handbook for Teachers-Librarians in British Columbia (Victoria: Ministry of Education, 1978); and Ontario Ministry of Education. Partners in Action: The Library Resource Center in the School Curriculum (Toronto: Ministry of Education, 1982).

²Nova Scotia. Department of Education, Minister's Task Force on School Libraries. Report, March 1981.

type of regional development presently being recommended and implemented in parts of Australia¹. The idea of incentive grants for local schools, based on assessment and evaluation, is similar to a program in operation in Oklahoma².

The recommendations are based on the following premises:

1. That the Department must take a position of leadership in developing LRC policy, in giving priority to the attaining of excellence in LRC service, in providing those programs and services that support LRC development, and in co-ordinating services throughout the province. Enlightened leadership is essential to provide a stabilizing force throughout the province.
2. That in order to assure effective development at the local level, a program of provincial, regional, and divisional LRC services must be available to provide the stimulus for growth and to provide those back-up services necessary to effective service.
3. That in order to provide minimum LRC service throughout the province at the local school level, a program of incentive grants, based on needs assessment and evaluation, must be made available to permit local schools to provide the staff, collections, facilities and services necessary to bring all schools up to minimum standards, and to allow those schools presently offering LRC service to move through the levels of service continuum.
4. That because of the present state of LRC's in the province, there is a pressing need for inservice at all levels which focuses on the role and function of the LRC, and on the place of resources in the teaching/learning process. The first task of provincial, regional, and divisional LRC consultants will be to provide for this inservice across the province and at all levels.
5. That because of present economic restraints, particularly in the area of staffing, additional Department funds and grants will be necessary to support effective LRC growth in the province. This can be justified if the LRC is seen as that agency which supports, and is necessary to, all educational programs, and is, therefore, not taking funds from other programs, but is, rather, making each program stronger and more effective.

¹See, for example, James Maxwell, "Reorganization of School Library Service", The Teacher Librarian, 35 (September 1974):7-15, and Marianne Broadbent, ed. Sharing Today's Resources -- Meeting Tomorrow's Needs. Papers, Workshop Reports and Associated Materials Presented at the Seminar and Resource Co-ordination and Librarian's Groups: An Information Exchange Day (Sydney: Australia, July 26, 1980).

²Oklahoma, State Department of Education. Putting a Plus in School Curricula With Library Media Improvement Programs (Oklahoma City: Oklahoma State Department of Education, 1981).

6. That the demands and potential of our growing technology must be recognized and used to develop effective networks which assure that all resources and services necessary to the achieving of educational objectives are available to all students in the province.

The recommendations fall into three broad areas:

1. The development of a provincial LRC policy.
2. Provincial, regional, and divisional LRC Support Services.
3. LRC development at the local school level.

1. The Development of a Provincial Learning Resource Centre Policy

The Department must assume a leadership role assigning high priority to LRC services and developing policy relative to the provision of LRC services in the province. Unless the Department formally recognizes the role which LRC's can play in the achievement of educational objectives and in supporting curriculum, it is unlikely that administrators at the regional, divisional, or local level will initiate the comprehensive planning necessary to efficient and effective LRC development within their jurisdictions. LRC's must be seen to have high priority within the Department in order to assure that priority is assigned to this service at the other levels.

It is, therefore, recommended:

1. That the Department, in consultation with an LRC Advisory Committee, develop an official policy which states the role and function of LRC's, the role and function of LRC personnel, and which, through providing guidelines for LRC service, sets minimum standards and recognizes the need for the development of excellence in LRC programming.
- 1.1 That the Advisory Committee consist of representatives of the following groups:
 - i) Teachers
 - ii) Principals
 - iii) Teacher-Librarians
 - iv) Regional and divisional LRC Consultants
 - v) Saskatchewan Association of Education Media Specialists
 - vi) Department personnel, including the provincial School Library Consultant
 - vii) Faculties of Education at the two Saskatchewan universities
 - viii) Saskatchewan Teachers' Federation
 - ix) Saskatchewan School Trustees Association.

While the development of policy is of prime importance, of equal importance is the communication of this policy and its implication to the educational community.

It is, therefore, recommended:

- 1.2 That the Department, in consultation with the LRC Advisory Committee, develop a plan for the communication of this policy and its implications to all administrative units in the province through a series of workshops which would be made available to all segments of the educational community.

Provincial policy must, then, be translated into regional, divisional, and local policy which takes into account the specific needs of the units and which provides stimulus for development at each of the levels.

It is, therefore, recommended:

- 1.3 That following the distribution of the Departmental policy, regions, divisions, and local schools be required to develop LRC policies for their units, and that each unit then institute the long-range planning necessary to the implementation of that policy.

II. Provincial, Regional, and Divisional Support Services

Effective LRC development in our province, with its large number of rural schools, many with small enrolments, requires a co-ordinated system of support service at the provincial, regional, and divisional level. In Saskatchewan, as has been documented, regional and divisional LRC services have not been adequately developed, nor is there the necessary co-ordination of these services. Local LRC's can no longer operate as independent agencies. To meet the needs of students and teachers adequately it is essential that they have available a co-ordinated support system which has the capability to provide those services which cannot, from a financial point of view, be provided at a local level. The need for such services is particularly crucial given the lack of trained staff in the local LRC's, the limited expectation of local teaching staffs, and the expressed need for inservice programs and informational services. LRC's in the province are still in the formative stage and thus the need for an active, responsive, and creative consultation service is of prime importance.

Such support service begins at the provincial level. The placing of a priority on LRC development at the provincial level must be supported by programs to implement this policy, and by the staff necessary to do the planning and to carry out that implementation. Provincial support services must, then, include the appropriate staff whose responsibility it is to develop and communicate LRC policies, to co-ordinate development; to develop effective liaison with regions and divisions; to provide inservice; to develop quantitative and qualitative standards of service; to provide province-wide information services on resources, facilities; and programs; to articulate LRC policy and philosophy to other units of the Department; and to assure co-operation with professional associations and relevant agencies.

The necessity for provincial support in LRC development is supported by Resource Guidelines for Canadian Schools and, as well, by a study conducted in Australia, which concludes,

More progress in school library development and a higher level of growth is evident in those states [in Australia] where there is direction and co-ordination from an established office charged with this responsibility in the Department of Education.¹

The data concerning the lack of qualified staff, questionable spending of resource funds, inadequate collection development, limited programming, and the persistent need for inservices and information provide ample and persuasive arguments for support service at the region and division level. Given the present situation in the province, it will take some time to bring all LRC's to even minimum standards: and raising LRC's to a level of excellence will take even longer. To accomplish this task it will be necessary to provide professional staff at the region and division levels to take responsibility for the direction and co-ordination of LRC development, and to encourage, stimulate, and plan for the future growth of LRC's in their jurisdictions.

Regional consultant services already exist within the Department structure, with subject specialists and curriculum consultants placed in regional offices. The addition of a LRC consultant in each regional office would reinforce the priority given to LRC service by the Department, would ensure that LRC policy is being effectively communicated, and would provide professional guidance in the establishment and growth of LRC services at the regional and local school level.

Provincial and regional LRC support services must also be further supported by services at the division level. With the exception of the large urban centers, and the existence of limited service in 10 per cent of the divisions, there are no appropriate divisional support services to supplement and complement the media programs in the local school. Such services bring consultants, inservice information, and planning services closer to the local level, and form an important link in the network of back-up services necessary for the effective implementation of a province-wide program of LRC improvement.

Division support services require trained professional staff and clerical/technician personnel, facilities, resources, and budget to operate effectively. These services may be provided by the division; or, in those divisions with scattered and/or small populations, the services may follow the joint service model which allows school divisions to enter into inter-divisional service arrangements. Additional funding is provided by the Department to allow these joint service areas to provide programs which

¹Sara Innis Fenwick. School and Children's Libraries in Australia: A Report to the Children's Libraries Section of the Library Association of Australia. (Cheshire, Melbourne: Library Association of Australia, 1966), p.6.

meet criteria specified by the Department. In either case, Division support service is necessary if quality LRC service is to become a reality.

An identification of the appropriate categories of support service, and a chart outlining how these services can be implemented at each of the jurisdictional levels appears in Appendix C.

The following recommendations deal with: A. Provincial LRC Support Services; B. Regional LRC Support Services; and C. District LRC Support Services.

A. Provincial Learning Resource Centre Support Services

The leadership role of the Department must also include giving priority to creative planning for LRC development and to the co-ordinating of LRC services. Staff at the provincial level must be available to integrate LRC services with all other Department services, to provide leadership in planning and co-ordination of services, and to monitor, assess, and evaluate progress.

It is, therefore, recommended:

2.1 That a provincial School Library Consultant be appointed who would be responsible for LRC development in the province.

2.1.1 That the responsibilities for this position include:

- providing of expertise and advice on policy, guidelines, standards, and legislation.
- co-ordination of regional services.
- directing of province-wide inservice.
- the preparation of information on resources, facilities, and programming.
- liaison with national and provincial agencies and associations.
- the integration of LRC policy with other administrative units within the Department.
- acting as a clearinghouse for information on staff training opportunities, new developments in LRC programming, innovative programs, research, statistics, new products and new technology.
- the development of evaluation instruments for evaluating the programs and assessing the level of LRC services available in the schools in the province to be used as the basis for an incentive grant program.

In order to effectively implement the recommendations regarding policy and to co-ordinate a program of LRC development across the province, additional staff will be needed to ensure the implementation of the new policy.

It is, therefore, recommended:

- 2.2 That the Department consider the appointment of two Field Consultants for an initial five year period to assist in the communicating and implementing of Departmental policy.
- 2.3 That the Department add to the School Libraries Unit the necessary support staff (clerical and/or library technicians) to allow the provincial consultant and field personnel to carry out their duties effectively.

The Thompson study effectively documents the success and efficiency of the various units within the Instructional Resources Branch. These services are all necessary to support LRC development and must be recognized as important components of provincial service.

It is, therefore, recommended:

- 2.4 That the Department continue to provide the services carried out by all the units of the Instructional Services Branch.
- 2.5 That the Department, recognizing the extensive use made by the schools of the services of SaskMedia, add to the Instructional Services Branch, the staff and facilities necessary to continue to provide schools with access to film and TV media.

The availability of new electronic technology opens up new possibilities for resource sharing. Equal access to resources can now become a reality. Interactive telecommunication systems make it possible for students across the province to have immediate and easy access to a wide range of services and materials that support the objectives of individualized instruction and independent learning. A network is a formal arrangement whereby materials, information, and service provided by a variety of types of libraries and/or other organizations are made available to all potential users. An important component of resource centre development is the providing of access to the wealth of resources and services available in the province and beyond.

It is, therefore, recommended:

- 2.6 That the Department undertake a feasibility study of the possibilities of developing a networking program for the province. Such a study to consider the potential of the new electronic technology for cataloguing LRC resources centrally and for providing union catalogues of LRC holdings, as well as making the resources, information, and services now provided by a variety of libraries and other agencies available to all Saskatchewan students.

The curriculum guides developed by the Department are official statements of educational objectives. The role of the LRC is to support, expand, and

enrich all programmes and this role should form part of each curriculum. One effective way of communicating this role to teachers, administrators, and teacher-librarians is to make clear the role of the LRC through these guides.

It is, therefore, recommended:

- 2.7 That the provincial School Library Consultant set up committees of field personnel to work with appropriate subject specialists on the development of a statement of the role of the LRC and the teacher-librarian in the classroom program, and that these statements be added to all future curriculum guides.

Successful LRC development will depend, in large part, on the availability of qualified teacher-librarians, and on a teaching staff who support and encourage resource-based learning and who understand and are able to use the LRC and plan effective programs in co-operation with the teacher-librarian. The Department then, has a responsibility to assure that training in the use of LRC's forms part of the preservice training of prospective teachers, and that opportunities for upgrading and inservice exist for teacher-librarians.

It is, therefore, recommended:

- 2.8 That the Department of Education consult with the Faculties of Education at the University of Regina and the University of Saskatchewan and with the Teacher Certification Board on the development of a course on resource-based teaching programs and co-operative planning with the teacher-librarian which would be a requirement of all preservice programs and a prerequisite to certification, and that co-operative funding be made available for the staffing of such courses.
 - 2.8.1 That the Department request these Faculties to develop summer programs in school librarianship to upgrade the qualifications of teacher-librarians, and that co-operative funding be made available to staff these programs.
 - 2.8.2 That the Department, recognizing the lack of trained school librarians, make available a Bursary Programs similar to those offered by other Departments, and that these bursaries be available for the preservice training and for the upgrading of LRC's staff.

B. Regional Learning Resource Centre Support Staff

The need for regional support service is documented by the data from the study, by relevant research findings, and by professional standards and guidelines.

It is, therefore, recommended:

- 3.1 That experienced, trained, full-time LRC consultants be appointed to

each of the regions, along with the appropriate clerical/library technician support staff.

- 3.1.1 That appropriate space and facilities necessary to the development of LRC services be provided.
- 3.2 That the responsibility of such a consultant be that of co-ordinating LRC services in the region, and of developing those programs and services that meet the particular needs of the region. These responsibilities to include:
 - the development, implementation and communication of LRC policy.
 - the assessment and evaluation of LRC needs.
 - the identification and implementation of those services most appropriately provided at the regional level.
 - the developing of inservice programs for personnel in the region.
 - the providing of information on resources, programs and facilities.
 - the development of resource sharing within the regions.
 - on-site consultation.
 - liaison with the Department, other regions, and community organizations and agencies.
- 3.3 That each regional consultant carry out an assessment of the LRC's in their region, determine needs and appropriate services for that region, and develop, in consultation with the regional Superintendent/Director and the provincial School Library Consultant, a plan for the development and implementation of these services.
- 3.4 That a periodic evaluation of LRC regional support services be carried out in consultation with the provincial School Library Consultant.

C. Divisional Learning Resource Center Support Services

The need for LRC services at a division level is also supported by the data in the study and is explicitly stated in professional standards. This third link in the integrated network brings consultant service and facilities closer to the local school, allowing for the meeting of needs unique to the division.

It is, therefore, recommended:

- 4.1 That each division, or in the case of small divisions, co-operatively with adjoining division(s) appoint a trained, full-time LRC consultant to provide consultative and support services to the LRC's in the divisions along with the appropriate support staff (professional,

clerical, library technician) needed to deliver appropriate services.

4.1.1 That appropriate space and facilities necessary to the development of LRC services be provided.

4.2 That the responsibility of such a consultant be that of co-ordinating LRC services in the division, and of developing those programs and services that meet the particular needs of the Division. These responsibilities to include:

- the development, implementation and communication of LRC policy.
- the providing of inservice programming for all personnel in the division.
- the assessment and evaluation of LRC service in the division(s).
- the carrying out of research and investigation which will guide planning.
- the development of those centralized services necessary for the division(s).
- the providing of information services on resources, programs and facilities.
- the development of resource sharing within the division(s).
- on-site visitation, consultation, and supervision in those LRC's without trained staff.
- liaison with other divisions, the region, and relevant community organizations and agencies.

An alternative that some divisions may wish to adopt is that, where appropriate, a school in the division might be chosen as the site for divisional LRC services. The LRC in such a school, could, with additional staff, function as a Division Resource Centre, providing services such as centralized ordering and cataloguing, reference service, a centralized circulating collection and preview of evaluation services, as well as serving as the headquarters for the division consultant.

It is, therefore, recommended:

4.3 That, where feasible and appropriate, a division might choose a school with adequate facilities to serve as a Divisional Learning Resource Centre.

4.3.1 That this alternative be considered only in those situations where appropriate facilities are available, and where additional staff can be accommodated.

4.4 That the division consultant, following an assessment of the

divisional needs, formulate a long-range plan for LRC services in the division in co-operation with the division Superintendent/Director, and the regional, and provincial LRC consultants.

- 4.5 That a periodic evaluation of the division LRC services be carried out in consultation with the provincial and regional LRC consultants.

III. Learning Resource Centre Development at the Local Level

Provincial, regional, and divisional LRC services serve to provide back-up service to local LRC's, help to develop new LRC's, and are concerned with raising the quality of LRC service throughout the province. These support services will be effective and helpful only if the schools themselves are already effectively using resources as they work with students. This requires that each school should have an active and well organized LRC . In Saskatchewan, given the present state of our LRC's, two concerns are paramount. First, a large percentage of our LRC's fall short of minimum standards, and this must be rectified. Second, progress must be made in moving the LRC's along the continuum toward excellence in LRC service. It is no longer possible to ignore the staffing situation in the large percentage of our LRC's. Without this important component, no real progress can be made in the providing of those services necessary to meet the educational objectives of the school and the demands of the curriculum.

Provincial intervention, in terms of incentive grants to bring LRC's up to minimum standards and also to move these centres to a higher level of service, seems to be the only feasible solution. Grants for staffing, which, in effect, remove the teacher-librarian from the pupil-teacher staffing ratio, would make it possible for schools to have at least half-time teacher-librarians. Equally, such grants would allow trained staff to develop improved collections, facilities and programs which, at present, are being curtailed as administrators are forced to make decisions between too many programs competing for too few dollars.

It is, therefore, recommended:

- 5.1 That the Department of Education initiate an incentives grant program to support LRC development at the local school level.

Accountability for such funding must be assured.

It is, therefore, recommended:

- 5.2 That each school under the direction of the district LRC consultant assess their LRC using the evaluation procedures developed by the provincial School Library Consultant and that, following such evaluation, a plan for improvement of service be developed which would form the basis for a request for funds to implement the plan.
- 5.3 That such requests include a detailed budget showing how funds would be allocated, and procedures for evaluating the effectiveness of the prepared improvements.

- 5.4 That first priority for these grants be that of providing qualified staffing (on a part or full-time basis) and that requests for improvements in other areas show clearly that qualified LRC staff are available to assure that the funds requested are spent appropriately and responsibly.
- 5.5 That all schools without trained LRC staff encourage one teacher to take advantage of the bursary program to develop competencies in LRC services through summer school programs offered at the two universities in the province.
- 5.6 That principals in all schools make appropriate arrangements to have their staff participate in the inservice programs developed by the Department to introduce provincial LRC policy.

Funding Implications

With the establishment of Departmental LRC policy and the assigning of a high priority to the development of LRC services comes, as well, responsibility to provide the funds necessary to allow for the implementation of these policies. The provision of adequate LRC service is dependent on resources that are beyond the ability of many schools to finance locally. Certain basic requirements must be met, whether the school is large or small. Resources must be available if they are to be effectively used, and the cost of these resources are constantly escalating¹; back-up support services, and networking systems both require financial support at a provincial level. Staffing is an area where financial support is particularly necessary.

The majority of principals in the sample, when asked whether they felt that a departmental grant program for LRC development would be considered an infringement of local autonomy, replied in the negative, with most principals seeing such grants as the only solution to improvement in LRC services. Although the system of unconditional grants attempts to equalize the tax burden, such a system cannot be said to support a policy of equal access to LRC services. This issue was addressed in the Issues and Choices report² where it was frequently asserted that the per pupil grant formula discriminates against the small rural schools, and where it was suggested that schools would be better served by grants based on program offerings. The same report reiterated the desire for local decision-making, but there was also an expressed desire for the Department to impose firm standards on the

¹Book prices have increased more than 100% over the past 2 years. The average price for an elementary school title is \$13.00, for a High School title the average price is \$20.00. Magazine subscriptions average \$26.00, and a sound filmstrip has an average price of \$29.00.

²Saskatchewan Department of Education. Issues and Choices: A Summary of the 1973 Fall Conference on Education in Saskatchewan. (Regina: Department of Education, 1973.)

quality of the school's program. Funding for support service at the provincial, regional and divisional levels, and incentive grants to local schools would allow for the balancing of provincial and local responsibility. As these incentive grants would be tied to levels of service (moving away from a per pupil grant structure) encouragement would be provided for schools to expand and develop LRC service at the highest level. Decision concerning the level of service would remain at the local level, maintaining the desired emphasis on local autonomy. Such provisions would be tangible evidence that the Department of Education has recognized the importance of competently staffed and adequately funded programmes of library service that go beyond the provision of facilities and resources.

The funding implications of the recommendations are, then, that funding must be provided to:

1. Adequately staff the School Library Unit of the Instructional Resources Branch.
2. Provide the initial inservice programme which will communicate the Department's LRC policy to school personnel in the province.
3. Support a feasibility study on provincial networking.
4. Maintain staff and the necessary resources at the seven regional offices.
5. To assist divisions in the providing of division LRC staff and support services.
6. Support local LRC development through an incentive grant program to bring all schools to a minimum level of service, and to encourage local schools to move to the higher levels of service.
7. Maintain the present capital grants for new schools and renovation programs, and to provide funding for basic collections for new schools.
8. To support a bursary program for the preservice and inservice training of qualified LRC staff.

Although these recommendations with their financial implications should be viewed as an integrated plan for LRC development, it is recognized that all recommendations could not be implemented immediately. Thus, a proposed four year plan for implementation is set out in Appendix D, giving a possible sequence which, within the four year period, would lead to effective implementation of the recommendations.

There is no way to avoid the fact that providing the students in Saskatchewan with the kind of LRC service that will effectively meet the educational objectives we support and the curricular demands we espouse will be a costly endeavour. The alternative is to continue to be satisfied with facilities that are LRC's in name only, and that are inadequately staffed and poorly designed and equipped; to rely for teaching and learning on resource collections that are inappropriately chosen and poorly maintained;

and to do without those services and programs that assure access and effective use.

Consistently, reports and studies have documented the need for the concerted effort necessary to place LRC's and their services at the core of the educational enterprise. Failure once again, to respond to this need will leave our students without those skills and resources they need to meet the demands of our increasingly complex world. As Walter Lippman so wisely warns,

We must measure, not by what would be easy and convenient to do, but by what it is necessary to do in order that the nation may survive and flourish. We have learned that we are quite rich enough to defend ourselves, whatever the cost. We must now learn that we are quite rich enough to educate ourselves we need to be educated.¹

¹Lippman, Walter, cited in Richard R. Goulet, ed. Educational Change: The Reality and the Promise. (N.Y.: Citation Press, 1968), p.253.

APPENDIX A
INTERVIEW SCHEDULES

LIBRARY SERVICES STUDY

Interview Form

School: _____ Principal: _____
Type: _____ Telephone: _____

INTRODUCTION

May I speak to _____? pause. This is _____ speaking. I'm directing a research study for the Minister's Advisory Committee on Curriculum and Instruction. . . pause . . . About one week ago you should have received a letter from me stating that I would be calling you to obtain information and views about school libraries. Did you receive the letter" . . . pause.

Would it be convenient for you to talk to me now, for about 20 minutes? (If yes continue. If no arrange suitable time.)

Good. As you recall from the letter, I want to obtain your views about school libraries and the views of the person in your school you feel is most knowledgeable in this area.

First I will ask you several administrative-related questions about school libraries.

LIBRARY SERVICES STUDY
PRINCIPAL/LIBRARIAN SURVEY

1. Do you have a centralized school library?

_____ No (If "no" use shorter interview form)

_____ Yes

2. (a) Who is responsible for the operation of the school library?

_____ Librarian

_____ Teacher

_____ Principal

_____ Technician

_____ Clerical

_____ School Secretary

_____ Parents

_____ Other _____

(b) Is this person(s) Full-time _____ Part-time _____

3. Is there clerical help for the school library?

_____ No

_____ Yes

4. Do you have parent volunteers in the library?

_____ No

_____ Yes

5. Do you have student assistants in the library?

_____ No

_____ Yes

6. What was the budget for the school library for the last year?

\$ _____

7. How is that budget determined? Priority?

8. What services/programs do you expect your school library to provide?
Priority?

9. What contribution does your school library make to your school
program?

10. In your school, Division, or Region, are there any policies that
specifically deal with the operation of school libraries or school
library services/programs?

_____ No

_____ Yes (If yes ask "Briefly Describe these policies)

_____ What

11. Is there a school, Division or Regional Materials selection policy?

_____ No

_____ Yes

If yes

_____ School

_____ Division

_____ Region

12. What services are available at the Division/Region level that support school library programs and services?

13. Where would you go to get help in

Selection of Resources? _____

School Library Programming? _____

Facilities? _____

14. (a) Are there any provisions for inservice for teachers on the effective use of school libraries?

_____ Regional

_____ Divisional

(b) Would you like to have such inservice available?

_____ Regional

_____ Divisional

15. (For principals without full-time library personnel) If you could hire more staff, what priority would you give to having a full-time school librarian on your staff?

_____ Very Low

_____ Low

_____ High

_____ Very High

16. What do you think might be done to improve school library service at the:

Local Level? _____

Division Level? _____

Regional Level? _____

Provincial Level? _____

17. Do you see a need for school library consultative services in the

_____ Division

_____ Region

_____ Province

18. What services would be most helpful?

I would like to talk to the person in your school who will best be able to answer some more detailed questions about the school library program. Who would that person be and when would be the most appropriate time for us to talk? (Go on to question 1 if principal is best person.)

Name: _____

Time: _____

*SPECIAL INTRODUCTION INSERTED HERE

I. STAFF

1. Your qualifications?

- _____ MLS
- _____ BLS
- _____ B.Ed. (M/M S.L.)
- _____ B.Ed. Other (Specify) _____
- _____ Teacher (3+ courses)
- _____ Teacher (3- courses)
- _____ Library Technician
- _____ Clerical
- _____ Other (Specify) _____

II. BUDGET

1. What was your budget for library resources for the last year?

\$ _____

2. (a) How is the budget arrived at?

- _____ Principal
- _____ Principal/Librarian
- _____ Principal/Librarian/Teachers
- _____ Division
- _____ Board

(b) Who makes the decision about the amount allocated?

- ☐ Principal
☐ Principal/Librarian
☐ Principal/Librarian/Teachers
☐ Division
☐ Board

(c) Do you discuss the budget with your teachers/principal?

- ☐ Yes ☐ Principal
☐ No ☐ Teachers

(d) Do you make the final decision on how the budget is spent

- ☐ Yes
☐ No

III PHYSICAL FACILITIES

1. I'd like to know something about the facilities you have to work with.

In your library do you have:

- | No | Yes | |
|--------------------------|--------------------------|--|
| ☐ | ☐ | a separate library classroom |
| ☐ | ☐ | space for students to read/study/browse |
| ☐ | ☐ | space/equipment for viewing/listening to non-print resources |
| ☐ | ☐ | library workroom |
| ☐ | ☐ | space and equipment for producing materials |
| ☐ | ☐ | telephone |

2. Do you have sufficient equipment to allow students to make effective use of your non-print collection

- ☐ No
☐ Yes

3. How many students can you handle comfortably in the library at any one time?

_____ Number

_____ Per Cent of Student Body

4. Do you have enough shelving and storage space to handle your total collection and to make all resources easily accessible?

_____ Yes

_____ No

5. Could you describe your library, giving a quick general impression?

IV. ACCESS

1. How many hours/day is your library open?

_____ hours

2. Is there someone in the library to help students during all the hours the library is open?

_____ No

_____ Yes (If yes, who?)

_____ Clerical

_____ Teachers

_____ Parent(s)

If there is no staff in the library, can students come to the library to return/check out materials?

_____ No

_____ Yes

3. Can students return/borrow materials at any time during the school day?

_____ No (If no query)

_____ Yes

_____ Only when they come with their class

_____ Only at certain times

_____ Other _____

4. Is the library open before and after school?

_____ No

_____ Yes

_____ Sometimes

5. What limits are placed on students borrowing of resources?

_____ only borrow certain number at one time

_____ grade limits (elementary)

_____ non-print resources

_____ reference books

_____ vertical file

_____ magazines

_____ no limits

6. Does your collection include those indexes to magazines that allow
students to make effective use of the magazine collection?

_____ No

_____ Yes

7. Is the library easily accessible to
all classrooms/students

_____ No

_____ Yes

handicapped students

_____ No

_____ Yes

V. COLLECTION AND COLLECTION ORGANIZATION/MAINTENANCE

1. (a) How is the cataloguing and processing of materials done in your
library?

_____ Division service

_____ by library

_____ Commercially

_____ Other (Specify) _____

(b) Does the cataloguing and processing of material come out of school
resource Budget?

_____ No

_____ Yes

(c) Who is responsible for in-school catalogue and maintaining the
collection?

_____ Librarian

_____ Clerical

_____ Parent(s)

2. Do you have any problem in keeping the catalogue up-to-date?

_____ No

_____ Yes

3. (a) What types of print materials does your collection include?

- _____ books
- _____ PB
- _____ vertical file
- _____ magazines
- _____ newspapers

(b) What types of non-print materials does your collection include?

- _____ filmstrips
- _____ records/tapes
- _____ slides
- _____ transparencies
- _____ kits
- _____ pictures
- _____ micro
- _____ computer software
- _____ puppets, felt story boards, etc.

4. (a) In what areas do you feel that your collection is strongest?

(b) In what areas do you feel that your collection is weakest?

5. (a) Can your collection provide strong support for the curriculum?

_____ No

_____ Yes

(b) Can your collection provide adequate resources to meet recreational needs of students?

_____ No

_____ Yes

(c) Is your collection adequate to

(1) serve needs of students with average ability

_____ No

_____ Yes

(2) serve needs of gifted students

_____ No

_____ Yes

(3) serve needs of students in special programs

_____ No

_____ Yes

(4) serve needs of special language programs

_____ No

_____ Yes

6. (a) How often would you be asked for materials on topics that you feel you cannot readily supply from your library collection?

_____ Often

_____ Occasionally

_____ Rarely

(b) If you do not have materials on topics you are asked for do you have access to any other library collections?

_____ No

_____ Yes

(c) If you do not have materials on topics you are asked for do you have access to any other services?

_____ No

_____ Yes

7. Do you feel that your reference collection and encyclopaedia are current enough to meet the needs of the curriculum?

_____ No

_____ Yes

8. What selection aids do you use the most often?

9. Are teachers involved in the selection of resources?

_____ No

_____ Yes

How?

10. What problems do you have in selecting resources?

VI SERVICES

1. What three activities occupy the majority of your time during a typical week?

1. _____
2. _____
3. _____

2. What percentage of your time would you have during a typical week to:

- _____ teach research skills?
- _____ provide programs that encourage reading, viewing, listening?
- _____ plan with teachers?
- _____ do selection?
- _____ cataloguing?
- _____ circulation?

3. Tell me about the kinds of programs you provide for classes or groups.

(a) Teaching of library/research skills

(b) viewing, listening skills

(c) programs that encourage reading

(d) Is it possible for you to integrate these programs with what is going on in the classrooms? Or is it generally independent of the classroom teaching program?

- _____ No
- _____ Yes
- _____

4. Are all classes scheduled into the library on a regular basis?

_____ No

_____ Yes

5. (a) Is there time available during the school day for you to plan classes and programs co-operatively with your teachers?

_____ No

_____ Yes

(b) Would this planning time be useful?

_____ No

_____ Yes

6. When individual students come to the library do you find you have the time to help them find the materials they need?

_____ No

_____ Yes

7. Do you have an opportunity to provide inservice programming for teachers on a regular basis?

_____ No

_____ Yes

VII USE

1. What types of library services do teachers request most often?

_____ locating resources

_____ help in selecting resources

_____ advice on the most effective use of resources

_____ skills programs

_____ programs that encourage reading

_____ reading lists/bibliographies

_____ help with production of resources

2. Do students use the resources in the library effectively

_____ No

_____ Yes

3. Do teachers promote the use of the library in their classrooms?

_____ No

_____ Yes

_____ Sometimes

4. Can most teachers use the library, find resources, use catalogue/indexes
independently?

_____ No

_____ Yes

_____ Sometimes

OPINION

1. If you needed help with selection, programming and facilities where would you go?

selection

programming

facilities

2. What professional literature do you find most helpful?

3. Are there any inservice programs on school libraries available?

_____ District level

_____ Regional level

4. What are the main problems that you see in providing school library service?

5. What do you think might be done to improve school library services at the local, divisional, regional and provincial levels?

Local _____

Division _____

Region _____

Provincial _____

PRINCIPAL INTERVIEW: FOR PRINCIPALS WITH NO CENTRALIZED SCHOOL LIBRARY

1. Do you have a budget for resources for the school? Priority?

_____ No

_____ Yes

2. Does this budget allow you to purchase both print and non-print resources?

_____ No

_____ Yes

3. Are these resources housed in individual classrooms?

_____ No

_____ Yes

Where? _____

4. Who selects these resources?

_____ Teachers

_____ Other (Specify) _____

5. How are the resources selected?

Selection aids? _____

Any help in selection _____

6. Are the resources shared among classrooms?

_____ No

_____ Yes

7. Do teachers supplement these collections with resources from other
libraries?

_____ No

_____ Yes

Which? _____

8. What about reference books/encyclopaedias? Does each classroom have a
(a) reference collection?

_____ No

_____ Yes

- (b) set(s) of encyclopaedia

_____ No

_____ Yes

9. (a) Do you feel that these classroom collections are adequate to support
the curriculum?

_____ No

_____ Yes

- (b) Meet the individual learning needs of students

_____ No

_____ Yes

- (c) Meet the recreational reading needs of students

_____ No

_____ Yes

10. If students need resources beyond those in the classroom, where would
they go?

11. Do you feel that students and teachers have any problems in teaching/
learning because of a lack of resources?

12. If you or your teachers needed help in selecting appropriate resources, where would you go?

13. Is there anyone on your staff who can provide advice/help on the effective use of resources?

_____ No

_____ Yes

_____ Specify _____

14. (a) Are there any provisions for inservice for teachers on the effective use of resources?

_____ Regional

_____ Divisional

- (b) Would such inservice be useful for you and your staff?

_____ Yes _____ Regional

_____ No _____ Divisional

15. What priority would you give, if funds were available, to

- (a) having a school library in your school

_____ Very Low

_____ Low

_____ High

_____ Very High

- (b) having a school librarian on staff

_____ Very Low

_____ Low

_____ High

_____ Very High

16. Is there anything you would like to see done at the divisional, regional and provincial levels to improve the provision of resources for students and teachers?

Divisional level

Regional level

Provincial level

17. Do you see a need for school consultative services in the

_____ Divisional level

_____ Regional level

_____ Provincial level

18. What services would be most helpful?

APPENDIX B

LETTERS SENT TO REGIONAL SUPERINTENDENTS, DIRECTORS, AND PRINCIPALS



**Saskatchewan
Education**

**Curriculum and
Instruction Review**

**2220 College Avenue
Regina, Canada
S4P 3V7**

November 16. 1982

Dear

Under direction from the Minister's Advisory Committee on Curriculum and Instruction Review, I am conducting a study of school library service in the province. The purpose of the project is to describe the range of school library services available and to determine how these services support the present curriculum.

In order to achieve the objectives of this project it is necessary to obtain information from selected principals and school librarians in the province. During the next few weeks I, or my assistant Ann Gagnon, will be contacting you by phone and asking for your co-operation. We will be talking with you about the services provided in your school, and would like, as well, to talk to the person responsible for the school library in your school. In those schools where there is no school library personnel, we will conduct the interview with you.

The interview will focus on seven areas of school library service -- budget, physical facilities, staff, resources, accessibility, use of school library services and school library programming. I am interested in your school library staff and their qualifications; budgeting procedures followed in your school with respect to resources; the housing of the resources and how accessible those resources are; the scope, variety, and usefulness of your library collection; the use made of the library and its resources, and the programs originating in the library. I will also be soliciting opinions on areas of strengths and weakness that concern you, and ideas as to how school library service could be improved.

When we contact you, we will be asking you to suggest an appropriate time when we would be able to spend about one-half an hour talking to your school library person. We are able to be flexible as to possible times. We will also want to spend some time talking to you, and if it is possible, we would do this when we first contact you. If that time is not convenient we will make arrangements for a second call.

The opinions, ideas, and information from educators in the local schools are an important part of this project. We look forward to talking to you about your school library program and hearing any ideas you may have for improving that service. A summary of our findings will be available, on request, in the new year.

Page 2
mPrefix mLName

Thank you for your participation. It is our hope that the results of this study will give direction to the future planning of school library service in the province.

Sincerely

Alix Hambleton, Ph.D.
Curriculum Support Services

AH/as

APPENDIX C

**CATEGORIES OF SUPPORT SERVICES AND CHART OUTLINING THE IMPLEMENTATION
OF THESE SERVICES AT ALL THREE JURISDICTIONAL LEVELS**

Support services at all levels are generally developed under five broad categories: (a) consultant services, (b) research and development, (c) curriculum support services, (d) technical support services, and (e) co-operative sharing services¹. The focus of each of these categories is outlined below.

Consultant Services: As a consultant, the person responsible gives leadership in the development of those programs and services which support the concept of effective resource-based teaching and learning activities.

Research and Development: The quality and success of LRC development is dependent on systematic research, assessment, evaluation, and on consistent and creative planning. The person responsible, using these techniques, co-ordinates the development of LRC programs and services.

Curriculum and Support Services: The person responsible has an educational commitment to improve the quality of instruction, and to help in the development of those services which support resource-based teaching and learning activities.

Technical Support Services: The person responsible establishes those procedures and services which facilitate access to resources, which encourage effective use, and which supplement resources through design and production services.

Co-operative Sharing Services: The person responsible acts as a facilitator and co-ordinator in the developing of networks, systems, and procedures for the sharing of information, resources, and services.

An integrated system of LRC support services at the provincial, regional, and divisional levels allows for the carrying out of these responsibilities at all levels. The following chart translates these responsibilities into specific components and outlines the specific roles at the various levels.

¹See Ontario Ministry of Education. Partners in Action: The Library Resource Center in the School Curriculum. (Toronto: Ministry of Education, 1982), pp.42-44 for an expansion of these categories.

Categories of Support Services as Applied to Provincial, Regional, and Divisional Levels

Service Category	Role of Provincial Consultant	Role of Regional Consultant	Role of Division Consultant
A. Consultant Services	1. Provides leadership in the development of LRC programs throughout the province. 2. Provides inservice programming for personnel in the province. 3. Interprets and communicates department LRC policy to directors, principals, teachers, trustees, and LRC personnel. 4. Plans for the effective co-ordination of LRC development in the province. 5. Articulates LRC policy to other units of the department and to curriculum committees. 6. Acts as a clearinghouse for information on staff training opportunities, programs, statistics, new products, and new technology. 7. Maintains liaison with Faculties of Education and the Teacher Certification Board. 8. Represents the department at provincial and national LRC conferences and workshops.	1. Provides leadership in the development of LRC programs in the region. 2. Provides inservice programming for personnel in the region. 3. Advises and interprets LRC policy to directors, principals, trustees, teachers, and teacher-librarians in the region. 4. Articulates the role and function of the LRC to all personnel in the region. 5. Advises on evaluation procedures, and directs the planning for improved LRC service.	1. Provides leadership in the development of LRC programs in the division. 2. Plans and implements inservice programs for personnel in the division. 3. Advises on staffing, facilities, program, and selection of resources. 4. Plans for and implements appropriate LRC services and programs. 5. Advises on the setting of divisional LRC policy. 6. Interprets and communicates LRC policy and role to principals, trustees, staff, and the community. 7. Provides training programs for clerical staff and volunteers. 8. Provides supervision for those schools without trained LRC personnel.

Chart 2

Categories of Support Services as Applied to Provincial, Regional, and Divisional Levels

Service Category	Role of Provincial Consultant	Role of Regional Consultant	Role of Division Consultant
8. Research and Development	1. Develops, in co-operation with an Advisory Committee, a provincial LRC policy. 2. Sets quantitative and qualitative standards for LRC service. 3. Develops evaluative procedures for assessing LRC service at the local, divisional, and regional level. 4. Acts as a consultant in the area of legislation to support LRC policy. 5. Monitors LRC development and consults on the incentive grants program. 6. Maintains appropriate provincial statistics. 7. Participates in professional conferences and workshops, and disseminates information from these activities. 8. Disseminates research findings and initiates research needed to guide LRC development.	1. Assesses and evaluates the LRC needs of the region, and develops programs to meet these needs. 2. Develops LRC policy for the region. 3. Develops criteria for, and identifies those services needed to provide support for LRC development in the region. 4. Investigate possibilities for co-operative sharing of resources within the region. 5. Participates in professional conferences and workshops and shares this information with colleagues.	1. Assesses and evaluates the LRC needs of the division, and develops programs to meet these needs. 2. Develops LRC policy for the division. 3. Carries out field research and other studies which will further LRC growth. 4. Develops procedures for effective resource-sharing within the division. 5. Participates in professional conferences and workshops and shares this information with colleagues.

Service Category	Role of Provincial Consultant	Role of Regional Consultant	Role of Division Consultant
C. Curriculum Support	1. Prepares and distributes information on resources which meet curricular needs. 2. Develops, in co-operation with subject specialists, statements on the role of the LRC to accompany all new curriculum guides. 3. Develops appropriate guides on selection, administration and programming. 4. Provides specialized information services on topics of current interest (e.g. computer technology and software). 5. Maintains liaison with other departmental units that are carrying out programs requiring LRC resources and services.	1. Provides information on the selection of resources that support the curriculum such as: evaluative bibliographies, selection aids, displays and preview collections. 2. Develops a centralized collection of materials (professional, print and non-print student resources) to extend the collections in the local schools. 3. Provides reference service. 4. Works in co-operation with other regional consultants to develop programs that encourage the effective use of resources. 5. Develops lists of resources to meet special needs in the region. (E.g., exceptional children, language programs, computer software.)	1. Directs the selection procedures in the division. 2. Develops a centralized collection of those resources needed to extend the collections in the local schools. 3. Provides a circulating collection of selection aids. 4. Provides evaluative bibliographies on request. 5. Provides preview and evaluation services. 6. Works with other consultants in the division to develop co-operative programs that encourage the effective use of resources. 7. Trains staff in selection and evaluation of resources. 8. Provides inservice focusing on learning resources in the teaching program.

Service Category	Role of Provincial Consultant	Role of Regional Consultant	Role of Division Consultant
D. Technical Support	1. Provides information on new products and technology. 2. Monitors and evaluates the provision of technical services in the province to assure that these services are available to all schools. 3. Initiates investigation of the providing of technical services on a provincial basis.	1. Operates an effective delivery system that responds to school requests for regional services. 2. Implements those technical services identified as necessary to the meeting of needs in the region.	1. Provides centralized services not available at a province or region level. 2. Provides a system of maintenance and repair of equipment. 3. Operates an efficient delivery system that responds to school requests. 4. Makes provision for design and production facilities.
E. Co-operative Sharing	1. Develops and articulates a policy of equal access to all resources for all students. 2. Initiates a study and implementation of a provincial network to serve all schools. 3. Maintain liaison with the Provincial Library, and the University Librarian that supports co-operative sharing of resources.	1. Investigates possibilities, and implements a resource-sharing plan for the region. 2. Maintains liaison with regional public libraries and other community resource agencies. 3. Maintains a file of regional resources services.	1. Develops a resource-sharing plan for the division. 2. Maintains liaison with public libraries in the division, sharing ideas and developing co-operative programs. 3. Develops procedures for sharing programs in the division. 4. Encourages schools to share resources through a divisional listing which gives topics and resources by school.

APPENDIX D

TIME-LINE FOR IMPLEMENTATION OF RECOMMENDATIONS

TIME-LINE FOR IMPLEMENTATION OF RECOMMENDATIONS

1st Year:

- Development of departmental policy
 - Set up Advisory Committee
 - Develop and distribute policy through workshop in the province

- Hiring of departmental school library consultant and field staff
 - Preparation of evaluation instruments
 - Planning for inservice that introduces departmental policy

- Hiring of regional consultants
 - Development of needs assessment of the regions

- Preliminary work on incentive grants

- Commissioning of networking study

2nd Year:

- Further development of regional services
 - Inservice in regions
 - Development and implementation of policy

- Setting up of District Services in thirty districts
 - Needs assessment
 - Development of policy

- Meetings with Faculties of Education

- Announcement of incentive grants and bursary programs

- Evaluation of networking study and planning for implementation

3rd Year:

- Further development of regional services

- Setting up district services in an additional thirty districts

- Development of district services (in first thirty districts)

- First grants offered to local schools

- Implementation of networking study

- Granting of bursaries

4th Year: Further development of regional and district services
Setting up of district services in remaining districts
Grants available to local schools
Further implementation of networking study
Granting of bursaries

Following Years: Continuing development of provincial, regional, and
district Services
Finalizing of networking study
Continuing incentive grants to local schools
Evaluation of provincial, regional, and district services
Revision of department policy/guidelines
Evaluation of bursary program

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